

SCHOOL WELLNESS POLICY EVALUATION TOOL

Developed by the Robert Wood Johnson Foundation
Healthy Eating Research Program, Working Group 1

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The School Wellness Policy Evaluation Tool provides a standard method for the quantitative assessment of school wellness policies. Such policies have been required since 2006 in all school districts participating in the National School Lunch Program. This tool offers a consistent and reliable means of assessing the comprehensiveness and strength of school wellness policies within or among states. It was developed by researchers funded by the Robert Wood Johnson Foundation.

For a description of the development and reliability analyses of this tool, please see Schwartz et al., 2008, available from author.

Contents

How to use the School Wellness Policy Evaluation Tool

How to Rate Policy Statements	1
How to Score School Wellness Policies	2

Rating Guidance

Section 1: Nutrition Education	3
Section 2: Standards for USDA Child Nutrition Programs and School Meals	5
Section 3: Nutrition Standards for Competitive and Other Foods and Beverages.....	9
Section 4: Physical Education	18
Section 5: Physical Activity	23
Section 6: Communication and Promotion	25
Section 7: Evaluation	28
School Wellness Policy Score Sheet	30

How to Rate Policy Statements

School wellness policies are evaluated based on the degree to which they address 96 policy items, which are categorized into seven sections. The sections include Nutrition Education, Standards for USDA Child Nutrition Programs and School Meals, Nutrition Standards for Competitive and Other Foods and Beverages, Physical Education, Physical Activity, Communication and Promotion, and Evaluation.

For each of the 96 policy items, school wellness policy statements are to be rated “0,” “1,” or “2,” using the definitions below. This evaluation tool lists each policy item followed by an explanation of the item and examples of “1” and “2” statements.

Rating		Explanation
0	= Not Mentioned	The item is not included in the text of the policy.
1	= Weak Statement	<p>Assign a rating of “1” when the item is mentioned, <u>but</u>:</p> <ul style="list-style-type: none"> • The policy will be hard to enforce because the statement is <i>vague, unclear, or confusing</i>. • Statements are listed as <i>goals, aspirations, suggestions, or recommendations</i>. • There are <i>loopholes</i> in the policy that weaken enforcement of the item. • The policy mentions a <i>future plan to act</i> without specifying when the plan will be established. <p>Words often used include: may, can, could, should, might, encourage, suggest, urge, some, partial, make an effort, and try.</p>
2	= Meets / Exceeds Expectations	<p>Assign a rating of “2” when the item is mentioned, and it is clear that the policy makers are committed to making the item happen because:</p> <ul style="list-style-type: none"> • The item is described using specific language (e.g., a concept followed by concrete plans or strategies for implementation). • Strong language is used to indicate that action or regulation is required, including: shall, will, must, have to, insist, require, all, total, comply and enforce. • A district is unable to enforce an item (e.g., teachers role modeling healthy behaviors), but the goal is clearly stated (e.g., “shall encourage teachers to role model healthy behaviors”).

Evaluating hint

One method for deciding between a rating of “1” and a “2” is to consider the scenario of a parent approaching a school district’s board of education to discuss an issue. If the policy is ambiguous on how the school should handle the issue at hand, rate the item as “1.” If the written policy gives clear guidance about how to decide whether the school complies with the policy, rate the item as “2.”

State law may regulate items in this evaluation tool. State law supersedes the authority of school wellness policies, so unless otherwise indicated, rate items according to the strength of state law when state law exceeds standards in a policy or when state law mentions items not included in a policy. For example, if state law prohibits soda in schools but the policy does not, rate applicable items as if the policy explicitly prohibits soda.

Federal wellness policy requirements are mandated by law to be addressed in all school wellness policies (Public Law 108-265, The Child Nutrition and WIC Reauthorization Act of 2004). The language of these requirements is incorporated into stand-alone items labeled “Federal Requirement.” Some of the federal requirements refer only to *goals* or *guidelines*, and therefore do not require specific actions or enforcement. That is why some federal wellness policy statements can be rated as “2” for meeting the requirement, despite containing vague or suggested language (e.g., “should” or “encourage”). Rate items labeled “Federal Requirement” according to their item-specific guidance listed in this evaluation tool.

How to Score School Wellness Policies

Policies are scored to determine comprehensiveness and strength. Comprehensiveness reflects the proportion of item topics that are simply mentioned. Strength reflects the proportion of items that are addressed with *specific* and *directive* language.

Score	Explanation
Comprehensiveness Score by Section	Comprehensiveness is calculated by counting the number of items in each section rated as “1” or “2,” dividing this number by the number of policy items in the section, and multiplying this number by 100.
Strength Score by Section	Strength is calculated by counting the number of items in each section rated as “2,” dividing this number by the number of policy items in the section, and multiplying this number by 100.
Total Comprehensiveness	Total comprehensiveness is calculated by counting the number of items rated as “1” or “2,” dividing this number by the total number of policy items (96) in all seven sections, and multiplying this number by 100.
Total Strength	Total strength is calculated by counting the number of items rated as “2,” dividing this number by the total number of policy items (96) in all seven sections, and multiplying this number by 100.

The example below shows the calculation of sample scores for Section 1.

Section 1. Nutrition Education		Rating
NE1	Federal Requirement: Includes goals for nutrition education that are designed to promote student wellness in a manner that the local education agency determines is appropriate.	2
NE2	Nutrition curriculum provided for each grade level.	0
NE3	Coordinates nutrition education with the larger school community.	2
NE4	Nutrition education extends beyond the school environment.	1
NE5	District provides nutrition education training for all teachers.	0
NE6	Nutrition education is integrated into other subjects beyond health education.	1
NE7	Nutrition education teaches skills that are behavior-focused, interactive, and/or participatory.	2
NE8	Specifies number of nutrition education courses or contact hours.	0
NE9	Nutrition education quality is addressed.	2
Subtotal for Section 1 Nutrition Education	<p>Comprehensiveness Score Count the number of items rated as “1” or “2” and divide this number by 9. Multiply by 100. Do not count an item if the rating is “0.”</p> <p>Strength Score Count the number of items rated as “2” and divide this number by 9. Multiply by 100.</p>	67
		44

Comprehensiveness Score = Two items are rated as “1” and four items are rated as “2,” for a total of 6 items. Six divided by 9 equals 0.67, multiplied by 100 for a score of 67.

Strength Score = Four items are rated as “2.” Four divided by 9 equals 0.44, multiplied by 100 for a score of 44.

Section 1. Nutrition Education

#	Item	Rating Guidance
NE1	<p><u>Federal Requirement:</u> Includes goals for nutrition education that are designed to promote student wellness in a manner that the local education agency determines is appropriate.</p>	<p>Either of the following:</p> <p>0</p> <ul style="list-style-type: none"> No goals for nutrition education are mentioned. Policy clearly detracts from requirement. <p>Either of the following:</p> <p>1</p> <ul style="list-style-type: none"> Nutrition education goal is implied. Policy <u>only</u> repeats the language of the federal wellness requirement regarding nutrition education. <p>Examples:</p> <ul style="list-style-type: none"> <i>“The district is committed to nutrition education.”</i> <i>“Includes goals for nutrition education...designed to promote student wellness in a manner that the local educational agency determines is appropriate.”</i> No nutrition education goals are stated. <p>2</p> <p><u>Any</u> nutrition education goal statement is mentioned.</p> <p>Example: <i>“Schools should provide nutrition education and engage in nutrition promotion.”</i> Because the federal requirement only specifies “goals,” for this item, words like “should” are acceptable for a “2.”</p>
NE2	<p>Nutrition <u>curriculum</u> provided for each <u>grade level</u>.</p>	<p>0</p> <p>Not mentioned. For this item, integrating nutrition education into other subjects beyond health education does NOT qualify for a “1” or “2.”</p> <p>1</p> <p>Describes general <u>health</u> curriculum for “K-12” or “all levels,” and/or it is unclear if each grade will receive <u>nutrition</u> education.</p> <p>2</p> <p>Clear that district has a <u>nutrition</u> education curriculum in each grade.</p> <p>Example: <i>“Nutrition topics shall be integrated within the comprehensive health education curriculum taught at every grade level (K-12).”</i></p>
NE3	<p>Coordinates nutrition education with the <u>larger school community</u>.</p>	<p>0</p> <p>Not mentioned.</p> <p>1</p> <p>Vague and/or suggested.</p> <p>Example: <i>“The entire school environment, not just the classroom, shall be <u>aligned</u> with healthy school goals to positively influence a student’s understanding, beliefs, and habits as they relate to good nutrition and regular physical activity.”</i></p> <p>2</p> <p>Requires specific strategies.</p> <p>Example: <i>“The nutrition education program shall work with the school meal program to develop school gardens and use the cafeteria as a learning lab.”</i></p>
NE4	<p>Nutrition education extends <u>beyond the school environment</u>.</p>	<p>0</p> <p>Not mentioned.</p> <p>1</p> <p>Either of the following:</p> <ul style="list-style-type: none"> Vague and/or suggested. Contains a required but vague statement about the community or families being involved in nutrition education. <p>Example: <i>“To the extent possible, families and community organizations are involved in nutrition education.”</i></p> <p>2</p> <p>Requires specific strategies: Receive support as a Team Nutrition school, involve students in community nutrition projects, provide homework that students can do with families (reading and interpreting nutrition facts labels or preparing healthy recipes), etc.</p> <p>Examples:</p> <ul style="list-style-type: none"> <i>“Families are invited to attend exhibitions of student nutrition projects.”</i> <i>“School staff will cooperate with other agencies and community groups to provide opportunities for student projects related to nutrition.”</i>

Section 1. Nutrition Education (*continued*)

NE5	District provides <u>nutrition education training for teachers</u> .	0	Not mentioned. Training on school wellness policy does NOT qualify for a "1" or "2."
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> Type of training is vague (even if required). Provision of training is suggested. Specifies only health education teachers will receive training. <p>Example: <i>"In-service training for health education teachers is encouraged."</i></p>
		2	<p>Training provision is required and specific to nutrition education, and the policy implies that a broad set of teachers will receive training (not only health education teachers).</p> <p>Example: <i>"The school district will train staff in nutrition education and implement the principles of the health curriculum in all grades."</i></p>
NE6	Nutrition education is <u>integrated into other subjects</u> beyond health education.	0	Not mentioned.
		1	<p>Vague and/or suggested.</p> <p>Examples:</p> <ul style="list-style-type: none"> <i>"Will encourage teachers to integrate nutrition education into the broader curriculum."</i> <i>"If appropriate, nutrition education will be integrated into other courses."</i>
		2	<p>Requires that nutrition education be integrated into other subjects.</p> <p>Examples:</p> <ul style="list-style-type: none"> <i>"Nutrition education will be integrated into mathematics classes."</i> <i>"Nutrition education will be integrated into the broader curriculum."</i> <i>"The wellness committee is responsible for overseeing policy implementation in the following areas ... integration of nutrition into overall curriculum."</i>
NE7	Nutrition education teaches <u>skills</u> that are behavior-focused, interactive, and/or participatory.	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Skill-based nutrition education is suggested. Specific skills are mentioned, but none are required. <p>Example: <i>"All students should possess the knowledge and skills necessary to make nutritious and enjoyable food choices."</i></p>
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> Skill-based nutrition education is required. Specific skills or activities are identified and required (e.g., media awareness or understanding calorie balance, energy expenditure, and nutrition facts labels).
NE8	Specifies <u>number</u> of nutrition education <u>courses</u> or <u>contact hours</u> .	0	Not mentioned.
		1	<p>Amount of nutrition education is vague and/or suggested.</p> <p>Example: <i>"An appropriate number of class hours should be designated for nutrition education."</i></p>
		2	<p>Number of hours or courses is specified and required.</p> <p>Example: <i>"Will ensure that four hours of class time will be designated for nutrition education every month."</i></p>

Section 1. Nutrition Education (*continued*)

NE9	Nutrition education <u>quality</u> is addressed.	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested. • Specifies “comprehensive” without mentioning standards or benchmarks. <p>Example: “<i>Should provide high quality nutrition education.</i>”</p>
		2	Nutrition education curriculum is aligned with academic standards or benchmarks, comprehensive in scope and sequence. Possible wording: [“ongoing,” “sequential,” “systematic,” and/or “standards-based.”]

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

Note: This section relates to U.S. Department of Agriculture (USDA) school meals and NOT regulation of competitive foods. If a school wellness policy contains a statement regulating “all foods” at school, and it is unclear from the context of the policy whether the statement applies to USDA meals or competitive foods, apply the statement to both this section (Standards for USDA Child Nutrition Programs and School Meals) and section 3 (Nutrition Standards for Competitive and Other Foods and Beverages).

US10	<p>Federal Requirement: Assures that guidelines for reimbursable school meals shall not be less restrictive than USDA school meal regulations.</p>	0	<p>Either of the following:</p> <ul style="list-style-type: none"> • No mention of district meeting federal/USDA school meal regulations/standards. • Guidelines clearly detract from federal/USDA school meal regulations/standards.
		1	Policy states that district “should” or “strives” to meet federal/USDA school meal regulations/standards.
		2	<p>Policy requires or assures that the district meets federal/USDA school meal regulations/standards.</p> <p>Examples:</p> <ul style="list-style-type: none"> • “<i>The district shall provide school breakfasts and lunches that meet the nutritional standards required by the USDA School Breakfast and National School Lunch Programs.</i>” • “<i>The district provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than USDA meal regulations and guidance.</i>”

US11	Addresses access to and/or promotion of the <u>School Breakfast Program (USDA)</u> .	0	Not mentioned. Informing parents about the School Breakfast Program does NOT qualify for a “1” or “2.”
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Promotes a breakfast program without specifying the “School Breakfast Program” (USDA) or CFR Part 220. • Encourages or suggests participation in the School Breakfast Program. <p>Examples:</p> <ul style="list-style-type: none"> • “<i>The district shall make every effort to offer school breakfast.</i>” • “<i>The district shall operate under USDA regulations for school food programs (e.g., School Breakfast Program, National School Lunch Program, Special Milk Program, and Summer Food Service Program).</i>”
		2	<p>Includes language to institutionalize the School Breakfast Program (i.e., specific reference to School Breakfast Program or CFR Part 220).</p> <p>Example: “<i>All schools will provide breakfast through the USDA School Breakfast Program.</i>”</p>

Section 2. Standards for USDA Child Nutrition Programs and School Meals *(continued)*

US12	Addresses access to and/or promotion of the <u>Summer Food Service Program</u> .	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Promotes a summer food program without specifying the “Summer Food Service Program” (USDA) or CFR Part 225. Encourages or suggests participation in the Summer Food Program. <p>Example: <i>“The district operates under USDA regulations for school food programs (e.g., School Breakfast Program, National School Lunch Program, Special Milk Program, and Summer Food Service Program).”</i></p>
		2	Includes language to institutionalize the Summer Food Service Program (i.e., specific reference to Summer Food Service Program or CFR Part 225).
US13	Addresses <u>nutrition standards</u> for school meals <u>beyond</u> <u>USDA</u> (National School Lunch Program / School Breakfast Program) minimum standards.		<p>Note: U.S. Department of Health and Human Services (HHS) and U.S. Department of Agriculture (USDA) <u>Dietary Guidelines for Americans</u> exceed the minimum standards for the USDA school meals programs.</p>
		0	Not mentioned. Unless defined, ambiguous references to federal or USDA standards/guidelines/requirements (e.g., “federal nutrition standards,” “USDA standards,” or “USDA guidelines”) do NOT qualify for “1” or “2” because it is not clear that these standards refer to anything other than the minimum legal requirements for USDA school meals programs.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Vague and/or suggested. Specifies <u>Dietary Guidelines for Americans</u> and no other standards. To receive a “1” for specifying the Dietary Guidelines for Americans, a policy must at least state, “Dietary Guidelines.” <p>Examples:</p> <ul style="list-style-type: none"> <i>“Encourage the consumption and choice of nutrient-dense food, such as whole grains, fruits, and vegetables.”</i> <i>“Should assist students to comply with the <u>Dietary Guidelines for Americans</u>.”</i>
2	School meals are required to meet specific standards (e.g., 4 fruits and/or non-fried vegetables per day; only 1% and fat-free milk served; at least half of grains are whole grain; eliminates trans fats).		
US14	Specifies use of <u>low-fat versions</u> of foods and/or <u>low-fat methods</u> for preparing foods.	0	Not mentioned. Low-fat food mandated by law does NOT qualify for “1” or “2.”
		1	<p>Vague and/or suggested.</p> <p>Example: <i>“Cooking methods to reduce fat in school meals shall be used whenever possible.”</i></p>
		2	<p>Specific and required.</p> <p>Examples:</p> <ul style="list-style-type: none"> <i>“All cooked foods offered as part of a meal will be baked or steamed.”</i> <i>“Purchasing programs and preparation methods will be used to decrease fat, calorie, and sodium levels in food.”</i>

Section 2. Standards for USDA Child Nutrition Programs and School Meals *(continued)*

US15	<p>Specifies <u>strategies to increase participation</u> in school meal programs.</p> <p>("School meal programs" can be assumed to refer to breakfast and/or lunch.)</p>	0	Not mentioned. Notifying parents of eligibility requirements for free and reduced price meals is a federal requirement and does NOT qualify for "1" or "2."
		1	<p>Mentions vague and/or suggested strategies.</p> <p>Example: "School meals shall be <u>made attractive</u> to students by appealing to their taste preferences."</p>
		2	<p>Requires specific strategies such as promotional mailings or events, alternative breakfast systems, altered bus schedules, closed campus, student input on the menu, or "Grab and Go" or "Fun on the Run" promotions.</p> <p>Examples:</p> <ul style="list-style-type: none"> • "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."
US16	<p><u>Optimizes scheduling of meals</u> to improve student nutrition.</p>	0	Not mentioned.
		1	<p>Vague and/or suggested.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Non-specific reference to "appropriate times." • "Making <u>every effort</u> to have recess before lunch in cases where they are back to back." • "Lunch should be scheduled during appropriate hours." • "A short recess may be scheduled sometime before lunch so that the children will come to lunch less distracted and ready to eat."
		2	<p>Requires specific strategies, such as scheduling lunch between 11 a.m. and 1 p.m., scheduling lunch after recess, or prohibiting events during lunch unless students may eat.</p> <p>Examples:</p> <ul style="list-style-type: none"> • "Recess will be scheduled before lunch." • "No events shall be held during lunch period unless students may eat during the event."
US17	<p>Ensures <u>adequate time to eat</u>.</p>		If no standards are mentioned, rate according to state law.
		0	Not mentioned.
		1	<p>Vague and/or suggested.</p> <p>Examples:</p> <ul style="list-style-type: none"> • "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."
		2	<p>Requires meal periods to include at least 20 minutes for lunch and, if time for breakfast is mentioned, at least 10 minutes for breakfast.</p> <p>Examples:</p> <ul style="list-style-type: none"> • "After obtaining food, students will have at least 20 minutes to eat lunch." • "Students will be provided adequate time (minimum of 20 minutes) to eat lunch."

Section 2. Standards for USDA Child Nutrition Programs and School Meals *(continued)*

US18	Addresses <u>access to hand washing</u> before meals.	0	Not mentioned.
		1	Vague and/or suggested. Example: "School personnel will <i>encourage</i> all students in developing the healthy practice of washing hands before eating."
		2	Ensures assistance with hand washing or access to proper facility. Examples: <ul style="list-style-type: none"> "School personnel will assist all students in developing the healthy practice of washing hands before eating." "Students shall have convenient access to hand-washing facilities."
US19	Requires <u>nutrition qualifications</u> for food service staff.	0	Not mentioned.
		1	Qualifications are suggested.
		2	Qualifications are required. Examples: <ul style="list-style-type: none"> "Shall be directed by a qualified nutrition professional." "Shall ensure that the Food Service Manager has <u>appropriate degree and certification</u>." "Food service staff members, who are properly qualified according to <u>current professional standards</u>, will administer the Child Nutrition Programs."
US20	Ensures <u>training or professional development</u> for food service staff.	0	Not mentioned.
		1	Either of the following: <ul style="list-style-type: none"> Vague and/or suggested. Only <u>food safety training</u> is addressed (food handling permit, HACCP, etc.). Example: "All food service personnel will have adequate training in food service operations."
		2	<u>Nutrition</u> training is required. Providing only food safety training does NOT qualify for a "2." Example: "Shall ensure that professional development in the area of food and nutrition is provided for food service staff."
US21	Addresses <u>school meal environment</u> .	0	Not mentioned.
		1	Vague and/or suggested.
		2	Requires specific strategies (ensures adequate space/seating, supervision, a clean, pleasant environment, etc.). Examples: <ul style="list-style-type: none"> "Appropriate supervision shall be provided in the cafeteria and rules for safe behavior shall be consistently enforced." "Students shall be provided a pleasant environment in which to eat lunch."
US22	<u>Nutrition information</u> for school meals (e.g., calories, saturated fat, sugar) is available.	0	Not mentioned.
		1	Either of the following: <ul style="list-style-type: none"> Vague and/or suggested. Only available upon request. Example: "Will provide nutrition information to parents <u>upon request</u> ."
		2	Specific and required. Example: "Will share and publicize information about the nutritional content of meals with students and parents."

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

Note: This section relates to sale or service of foods outside USDA school meals. If a school wellness policy contains a statement regulating “all foods” at school, and it is unclear from the context of the policy whether the statement applies to competitive foods or USDA school meals, apply the statement to this section (Nutrition Standards for Competitive and Other Foods and Beverages) and to section 2 (Standards for USDA Child Nutrition Programs and School Meals).

- Some policies regulate foods “served” at school, while others only regulate foods “sold” at school. The distinction between “served” and “sold” is that “served” includes both foods that are “sold” and foods that are distributed without cost, such as foods served at birthday parties. Most items in this section refer to foods sold, but some refer to the broader category of foods served.
- For a policy to receive a minimum default rating for mentioning U.S. Department of Health and Human Services (HHS) and U.S. Department of Agriculture (USDA) Dietary Guidelines for Americans, the policy must state “Dietary Guidelines.”
- A regulation with a time exception is one that only applies during certain hours (e.g., when class is in session or during lunch).
- A regulation with a location exception is one that only applies to certain places or grade levels (e.g., in cafeteria or middle school).

NS23	<p><u>Federal Requirement:</u> Includes nutrition guidelines selected by the local education agency for ALL foods available on school campus during the school day with the objective of promoting student health and reducing childhood obesity.</p>	0	No guidelines for competitive foods mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Mentions districts guidelines but does not define them. • Mentions plans to create guidelines. • Only mentions federal law regarding the National School Lunch Program or Foods of Minimal Nutritional Value. • Only mentions state guidelines (if the state has guidelines). • Only repeats the language of the federal wellness requirement regarding nutrition guidelines for all foods during the school day. <p>• Indicates guidelines are limited only to particular places (e.g., cafeteria) or times <u>during the school day</u> (e.g., 30 minutes before to 30 minutes after the school lunch is served).</p> <p>• Guidelines are subject to principal’s discretion.</p> <p>Example: <i>“Nutritious meals served by the food services operation and other nutritious food choices served in district schools and at district-sponsored events will comply with state and federal law and district guidelines”</i> (if “district guidelines” are not defined in policy).</p>
		2	<p>Requires specific district guidelines (that are not time- or location-specific), even if only in reference to <u>Dietary Guidelines for Americans</u>.</p> <p>Example: <i>“All foods served during the school day shall meet district guidelines, which include ... ensuring the provision of whole grains and fruits and vegetables.”</i></p>

Places food is available (NS24-NS28)

NS24	<p>Regulates <u>vending machines</u>. <i>(continues on next page →)</i></p>	<p>Note: If policy regulates “all foods” or “competitive foods,” rate according to the strength of that statement.</p>	
		0	No mention of vending machine regulations or umbrella statement regulating “all foods” or “competitive foods.”
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Vending machine regulations or umbrella statement regulating “all (competitive) foods” is vague, suggested, or weakened by exceptions such as time, location, or a principal’s discretion. • The <u>Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate vending machine or “all (competitive) foods.” • Regulations only apply to a very limited group of foods (e.g., prohibiting Foods of Minimal Nutritional Value [FMNV] in vending machines). <p>Examples:</p> <ul style="list-style-type: none"> • <i>“Vending machines shall include items which are healthful.”</i> • <i>“Vending machines shall be unplugged during lunch hour.”</i> • <i>“Foods of Minimal Nutritional Value shall not be sold on school grounds at any time.”</i>

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (continued)

<p>NS24 Cont'd</p>	<p>Regulates <u>vending machines</u>. (continued)</p>	<p>2</p> <p>Requires regulation of ALL vending machine items or umbrella statement regulating “all (competitive) foods.” For a “2,” the regulation must meet one of the following criteria:</p> <ul style="list-style-type: none"> • Regulate nutritional quality of each individual item sold (e.g., regulating maximum calorie, sugar, and saturated fat content of ALL items sold). • Provide a specific and <u>restricted</u> list of food items allowed to be sold in vending machines or at all times (e.g., limiting vending to only water, fruits, vegetables, whole grains, and nuts). • Provide a comprehensive list of <u>prohibited</u> unhealthy foods (e.g., baked goods, sweetened beverages, and candy) in vending machines or at all times. • Prohibit vending machines.
<p>NS25</p>	<p>Regulates <u>school stores</u>.</p>	<p>Note: If policy regulates “all foods” or “competitive foods,” rate according to the strength of that statement.</p> <p>0</p> <p>No mention of school store regulations or umbrella statement regulating “all (competitive) foods.”</p> <p>1</p> <p>Any of the following:</p> <ul style="list-style-type: none"> • School store regulations or umbrella statement regulating “all (competitive) foods” is vague, suggested, or weakened by exceptions such as time, location, or a principal’s discretion. • The <u>Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate school stores or “all (competitive) foods.” • Regulations only apply to a very limited group of foods (e.g., prohibiting Foods of Minimal Nutritional Value [FMNV] in school stores). <p>Example: “Ensure some healthy options are sold at school stores.”</p> <p>2</p> <p>Requires regulation of ALL school store items or umbrella statement regulating “all (competitive) foods.” For a “2,” the regulation must meet one of the following criteria:</p> <ul style="list-style-type: none"> • Regulate nutritional quality of each individual item sold (e.g., regulating maximum calorie, sugar, and saturated fat content of ALL items sold). • Provide a specific and <u>restricted</u> list of food items allowed to be sold in school stores or at all times (e.g., limiting food sales to only water, fruits, vegetables, whole grains, and nuts). • Provide a comprehensive list of <u>prohibited</u> unhealthy foods (e.g., baked goods, sweetened beverages, and candy) in school stores or at all times.
<p>NS26</p>	<p>Regulates <u>food service a la carte</u>.</p>	<p>Note: If policy regulates “all foods” or “competitive foods,” rate according to the strength of that statement.</p> <p>0</p> <p>No mention of a la carte regulations or umbrella statement regulating “all (competitive) foods.”</p> <p>1</p> <p>Any of the following:</p> <ul style="list-style-type: none"> • A la carte regulations or umbrella statement regulating “all (competitive) foods” is vague, suggested, or weakened by exceptions such as a time, location, or a principal’s discretion. • The <u>Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate food service a la carte or “all (competitive) foods.” • Regulations only apply to a limited group of foods (e.g., prohibiting Foods of Minimal Nutritional Value [FMNV]). <p>2</p> <p>Requires regulation of ALL a la carte items or umbrella statement regulating “all (competitive) foods.” For a “2,” the regulation must meet one of the following criteria:</p> <ul style="list-style-type: none"> • Regulate nutritional quality of each individual item sold (e.g., regulating maximum calorie, sugar, or saturated fat content of ALL items sold). • Provide a specific and <u>restricted</u> list of food items allowed to be sold a la carte or at all times (e.g., limiting food sales to only fruits, vegetables, and whole grains). • Provide a comprehensive list of <u>prohibited</u> unhealthy foods (e.g., baked goods, sweetened beverages, and candy) a la carte or at all times.

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (continued)

NS27	Regulates food served at <u>class parties</u> and other school <u>celebrations</u> .	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> Regulation for class parties or umbrella statement regulating “all (competitive) foods” <u>served</u> at school is vague, suggested, or weakened by exceptions such as time, location, or a principal’s discretion. The <u>Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate class parties or “all (competitive) foods <u>served</u>.” Regulations only apply to a very limited group of foods (e.g., prohibiting Foods of Minimal Nutritional Value [FMNV] at all times). Regulations for class parties are required but weakened (e.g., by allowing one traditional party food). <p>Examples:</p> <ul style="list-style-type: none"> “<i>District encourages healthy snacks at parties.</i>” “<i>Celebrations involving food during the school day shall be at the discretion of the school principal.</i>” “<i>The school food environment (including celebrations) over time should be consistent with healthy food guidelines.</i>” “<i>Permits only one birthday party per month.</i>”
		2	<p>Requires regulation of ALL foods at or <u>served</u> at class parties or umbrella statement regulating “all foods <u>served</u>.” For a “2,” the regulation must apply to food <u>served</u> and meet one of the following criteria:</p> <ul style="list-style-type: none"> Regulate nutritional quality of each individual item <u>served</u> at class parties or at all times (e.g., regulating maximum calorie, sugar, or saturated fat content of ALL items). Provide a specific and <u>restricted</u> list of food items allowed to be <u>served</u> at celebrations or at all times (e.g., limiting to fruits and whole grains). Provide a comprehensive list of <u>prohibited</u> unhealthy foods (e.g., baked goods, sweetened beverages, and candy) from being <u>served</u> at celebrations or at all times. <p>Example: “<i>Foods and beverages <u>served</u> at celebrations must meet the District’s Nutritional Standards</i>” – and standards are defined.</p>
<p>Note: If not mentioned, assign the same rating as NS27.</p>			
NS28	Regulates food <u>from home</u> for <u>the whole class</u> .	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> Regulations for food brought from home or served in the classroom or an umbrella statement regulating all foods <u>served</u> at school are vague, suggested or weakened by exceptions such as time, location, or a principal’s discretion. The <u>Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate food from home, food <u>served</u> in the classroom, or “all (competitive) foods.” Regulations only apply to a very limited group of foods (e.g., prohibiting Foods of Minimal Nutritional Value [FMNV] at all times). <p>Example: “<i>Classroom snacks shall <u>feature</u> healthy choices that meet the District’s Nutrition Standards.</i>”</p>
		2	<p>Requires regulation of ALL foods brought from home or <u>served</u> in the classroom or an umbrella statement regulating “all foods <u>served</u>.” For a “2,” the regulation must apply to food brought from home or food <u>served</u> and meet one of the following criteria:</p> <ul style="list-style-type: none"> Regulate nutritional quality of each individual item brought from home, <u>served</u> in the classroom, or <u>served</u> at all times (e.g., regulating maximum calorie, sugar, or saturated fat content of ALL items). Provide a specific and <u>restricted</u> list of food items allowed to be brought from home, <u>served</u> in the classroom, or <u>served</u> at all times (e.g., limiting to fruits and whole grains). Provide a comprehensive list of <u>prohibited</u> unhealthy foods (e.g., baked goods, sweetened beverages, and candy) from being brought from home, <u>served</u> in the classroom, or <u>served</u> at all times.

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages *(continued)*

Times food is sold (NS29-NS31)

Note: Definitions of “before school,” “school day,” and “after school” vary by state. Check the appropriate state definition. If there is no state definition, check local district definition and rate relevant items accordingly.

NS29	Regulates food sold before school.	<p>Note: Regulations that apply at “all times,” to “all foods on school grounds,” or “<u>upon first student arrival</u>” also apply “before school,” and therefore should be rated according to the strength of that statement.</p>
		<p>0 No mention of nutrition standards for food sold before school.</p>
		<p>Any of the following:</p> <ul style="list-style-type: none"> Regulations of food sold before school are vague, suggested, or weakened by exceptions such as location or a principal’s discretion. The <u>Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate food sold before school. Regulations of food sold before school only apply to a very limited group of foods (e.g., prohibiting Foods of Minimal Nutritional Value [FMNV]).
		<p>2 Requires specific nutrition standards that apply to food sold before school, and the standards meet at least one of the following criteria:</p> <ul style="list-style-type: none"> Regulate nutritional quality of each individual item sold before school (e.g., regulating maximum calorie, sugar, or saturated fat content of ALL items sold). Provide a specific and <u>restricted</u> list of food items allowed to be sold before school (e.g., limiting sales to water, fruits, vegetables, whole grains, and nuts). Provide a comprehensive list of <u>prohibited</u> unhealthy foods (e.g., baked goods, sweetened beverages, and candy) from being sold before school.
NS30	Regulates food sold after school (beyond district-run after-school programs).	<p>Note: Regulations that apply at “all times” or to “all foods on school grounds” also apply to “after school,” and therefore should be rated according to the strength of that statement.</p>
		<p>0 No mention of nutrition standards for food sold after school.</p>
		<p>Any of the following:</p> <ul style="list-style-type: none"> Regulations of food sold after school are vague, suggested or weakened by exceptions such as a location or a principal’s discretion. The <u>Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate food sold after school. Regulations of food sold after school only apply to a very limited group of foods (e.g., prohibiting Foods of Minimal Nutritional Value [FMNV]).
		<p>2 Requires specific nutrition standards that apply to food sold after school, and the standards meet at least one of the following criteria:</p> <ul style="list-style-type: none"> Regulate nutritional quality of each individual item sold after school (e.g., regulating maximum calorie, sugar, or saturated fat content of ALL items sold). Provide a specific and <u>restricted</u> list of food items allowed to be sold after school (e.g., limiting sales to water fruits, vegetables, whole grains, and nuts). Provide a comprehensive list of <u>prohibited</u> unhealthy foods (e.g., baked goods, sweetened beverages, and candy) from being sold after school.

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (continued)

NS31	<p>Regulates food sold at <u>evening and community events on school grounds</u> (e.g., concessions at athletic events, dances, or performances).</p>	<p>Note: Unless otherwise defined, “<u>at all times</u>” refers to all times students are in the custody of the school. Because evening and community events are open to the public, and children attending are no longer in the custody of the school, only the phrase, “<u>at all times on school grounds</u>” is specific enough to include evening and community events on school grounds.</p>
		<p>0 No mention of nutrition standards for food at evening or community events.</p>
		<p>Any of the following:</p> <ul style="list-style-type: none"> • Regulations of food sold at evening and community events are vague, suggested, or weakened by exceptions such as location or a principal's discretion. • The <u>Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate food sold at evening and community events. • Regulations of food at evening and community events only apply to a limited group of foods (e.g., prohibiting Foods of Minimal Nutritional Value [FMNV]). <p>Example: <i>“Will promote availability of nutritional snacks at athletic events.”</i></p>
		<p>2 Requires specific nutrition standards that apply to food sold at evening and community events on school grounds and the standards meet at least one of the following criteria:</p> <ul style="list-style-type: none"> • Regulate nutritional quality of each individual item sold (e.g., regulating maximum calorie, sugar, or saturated fat content of ALL items sold). • Provide a specific and <u>restricted</u> list of food items allowed to be sold (e.g., limiting sales to water, fruits, vegetables, whole grains, and nuts). • Provide a comprehensive list of <u>prohibited</u> unhealthy foods (e.g., baked goods, sweetened beverages, and candy) from being sold at evening and community events. <p>Example: <i>“Food or beverages sold or served on school grounds or for activities shall meet the District’s nutrition standards.”</i> The district standards are defined in policy.</p>
NS32	<p>Regulates food sold for <u>fundraising</u>.</p>	<p>Note: Must specifically address “<u>fundraising</u>” for a rating of a “1” or “2.” Regulating “all foods” during “the school day” or “at all times on school grounds” does NOT qualify for a “1” or “2” because fundraising can occur off school grounds (e.g., catalogue orders for candy or cookie sales).</p>
		<p>0 No mention of nutrition standards for food sold for fundraising.</p>
		<p>Any of the following:</p> <ul style="list-style-type: none"> • Regulations of food sold for fundraising are vague, suggested, or weakened by exceptions such as time or location (e.g., “during school day” or “on school grounds”) or a principal's discretion. • The <u>Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate food sold for fundraising. • Regulations of food sold for fundraising only apply to a limited group of foods (e.g., prohibiting Foods of Minimal Nutritional Value [FMNV]). <p>Examples:</p> <ul style="list-style-type: none"> • <i>“Encourages the use of non-food items to raise funds.”</i> • <i>“Requiring administrative approval for all fundraisers.”</i>
		<p>2 Requires specific nutrition standards that apply to food sold for fundraising and the standards meet at least one of the following criteria:</p> <ul style="list-style-type: none"> • Regulate nutritional quality of each individual item sold (e.g., regulating maximum calorie, sugar, or saturated fat content of ALL items sold). • Provide a specific and <u>restricted</u> list of food items allowed to be sold (e.g., limiting sales to water, fruits, vegetables, whole grains, and nuts). • Provide a comprehensive list of prohibited unhealthy foods (e.g., baked goods, sweetened beverages, and candy) from being sold for fundraising. • Prohibits the sale of food for fundraising. <p>Example: <i>“Foods purchased to raise funds must also meet the District’s nutrition standards” – and standards are defined.</i></p>

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (continued)

Nutrition standards for competitive and other foods (NS33-38)

NS33	Addresses limiting <u>sugar</u> content of foods.	0	Not mentioned. If policy specifies <u>Dietary Guidelines for Americans</u> and <u>no other standards</u> , rate as “0.” A policy that just regulates or limits candy does NOT qualify for a “1” or “2.”
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Limit is not quantified. Limit is suggested or weakened by exceptions such as time, location, or a principal’s discretion. <p>Examples:</p> <ul style="list-style-type: none"> “Dry snacks sold at the K-8 level shall follow District Nutrition Standards minimizing the content of ... sugar.” “Prohibits foods listing sugar, corn syrup, or other caloric sweeteners as the first ingredient.” “Schools shall discourage consumption of sugary foods.”
		2	<p>Quantified and required limit.</p> <p>Example: “K-12 school food service, school store, and school vending machine sale of individual snack items per package shall include no more than 35% sugar by weight.”</p>
NS34	Addresses limiting <u>fat</u> content of foods.	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> Limit is not quantified. Limit is suggested or weakened by exceptions such as time, location, or a principal’s discretion. Specifies <u>Dietary Guidelines for Americans</u> and no other standards. <p>Example: “All food and beverages available to students at school are recommended to be low in fat.”</p>
		2	<p>Quantified and required limit.</p> <p>Example: “K-12 school food service, school store, and school vending machine sale of individual snack items per package shall include no more than 35% of calories from fat and nine grams maximum per serving with the exception of nuts.”</p>
NS35	Addresses limiting <u>sodium</u> content of foods.	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> Limit is not quantified. Limit is suggested or weakened by exceptions such as time, location, or a principal’s discretion. Specifies <u>Dietary Guidelines for Americans</u> and no other standards. <p>Example: “Foods to avoid—consume only occasionally: high sodium foods (luncheon meats, cheeses, salty popcorn, pickles).”</p>
		2	<p>Quantified and required limit.</p> <p>Example: “A snack food item sold individually shall contain no more than 240 mg of sodium per serving, and an individually sold entree shall contain no more than 600 mg of sodium per serving.”</p>

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (continued)

NS36	Addresses limiting <u>calorie content per serving size</u> of foods.	0	Not mentioned. If policy specifies <u>Dietary Guidelines for Americans</u> and <u>no other standards</u> , rate as "0." Limiting calories from fat, sugar, or any other group of nutrients does NOT qualify for a "1" or "2."
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Limit is not quantified. Limit is suggested or weakened by exceptions such as time, location, or a principal's discretion. <p>Example: "Foods sold outside of the National School Lunch Program shall contain a <u>reasonable</u> number of calories per package."</p>
		2	Quantified and required limit. Example: "Individually sold snack items shall not exceed 200 calories per package."

NS37	Addresses limiting <u>serving size</u> of foods.	0	Not mentioned. If policy specifies <u>Dietary Guidelines for Americans</u> and <u>no other standards</u> , rate as "0."
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Limit is not quantified/specific. Limit is suggested or weakened by exceptions such as time, location, or a principal's discretion. <p>Examples:</p> <ul style="list-style-type: none"> "All food shall be sold in <u>appropriate</u> portion sizes." "Schools will encourage healthy snack choices in <u>appropriate</u> portion sizes."
		2	Quantified/specific and required limit. Example: "Individually sold items shall not exceed one serving per package."

NS38	Addresses increasing "whole foods": whole grains, unprocessed foods, or fresh produce.	0	<p>Either of the following:</p> <ul style="list-style-type: none"> Not mentioned. Mentions only dried fruit, fruit juice, fruit roll-ups, etc.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> Encourages offering whole grains, unprocessed foods, or fresh produce. Farm to School program is suggested. Specifies <u>Dietary Guidelines for Americans</u> and no other standards.
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> Definitively offering whole grains, unprocessed foods, or fresh produce. Farm to School program is required or definitively in place. <p>Examples:</p> <ul style="list-style-type: none"> "At least half of the grains served will be whole grains." "Only brown rice shall be served."

Other nutrition standards for competitive and other foods or beverages (NS39-NS41)

NS39	Addresses limiting the use of <u>ingredients with questionable health effects</u> in food or beverages (e.g., artificial sweeteners, processed or artificial foods, <i>trans</i> fats, high fructose corn syrup [HFCS]).	0	Not mentioned. If policy specifies <u>Dietary Guidelines for Americans</u> and <u>no other standards</u> , rate as "0."
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Discourages use of these ingredients. Limit is suggested or weakened by exceptions such as time, location, or a principal's discretion. <p>Examples:</p> <ul style="list-style-type: none"> "We will make every effort to limit sales of snacks with high fructose corn syrup." "The level of <i>trans</i> fats will be as low as possible."
		2	Required and quantified limits or prohibition. Examples: <ul style="list-style-type: none"> "All foods available at school shall be ... <i>trans-fat-free</i>." "Shall contain no more than 2 grams per serving of saturated and <i>trans</i> fat combined."

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (continued)

NS40	Addresses food not being used as a <u>reward</u> and/or withheld as a <u>punishment</u> .	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> Discourages use of food as a reward or punishment. Only allows healthy food as a reward. Prohibits or discourages food as a punishment but does not prohibit food as a reward. <p>Examples:</p> <ul style="list-style-type: none"> "No punitive or disciplinary action shall be taken that would deny a student lunch or snack time." Policy does not address food as a reward. "Strongly discourage the use of food/beverages as a reward or punishment." "Will encourage non-food alternatives as rewards." "Only healthy foods will be used as a reward."
		2	<p>Prohibits food as a reward, even if using food as a punishment is not mentioned. 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 "2."</p> <p>Examples:</p> <ul style="list-style-type: none"> "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 for any school is prohibited."

NS41	<u>Nutrition information</u> (e.g., calories, saturated fat, sugar) available for foods <u>other than school meals</u> .	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Vague and/or suggested. Only available upon request.
		2	<p>Required.</p> <p>Example: "Shall provide parents and students a list of detailed nutrition information on all foods and beverages sold at school."</p>

Nutrition standards for competitive and other beverages (NS42-NS50)

NS42	Addresses limiting <u>sugar</u> content of beverages.	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Limit is not quantified/specific. Limit is suggested or weakened by exceptions such as time, location, or a principal's discretion. <p>Examples:</p> <ul style="list-style-type: none"> "Prohibits beverages that contain sugar, corn syrup, or any other caloric sweetener as the first ingredient." "Discourages sugar-laden beverages." "Shall prohibit soda and allow only water and beverages that are at least <u>50%</u> juice."
		2	<p>Quantified/specific and required limit.</p> <p>Examples:</p> <ul style="list-style-type: none"> "Beverages with added sugars are not allowed." "Only water and 100% juice will be allowed at school."

NS43	Addresses limiting <u>fat</u> content of drinks (e.g., milkshakes or smoothies) other than milk.	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Limit is not quantified/specific. Limit is suggested or weakened by exceptions such as time, location, or a principal's discretion.
		2	<p>Quantified/specific and required limit.</p> <p>Example: "Only water and 100% juice will be allowed at school."</p>

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages *(continued)*

NS44	Addresses limiting <u>calorie content</u> per serving size of beverages.	0	Not mentioned.
		1	Either of the following: <ul style="list-style-type: none"> Limit is not quantified. Limit is suggested or weakened by exceptions such as time, location, or a principal's discretion.
		2	Quantified and required maximum number of calories permitted per beverage or serving size.
NS45	Addresses limiting <u>regular (sugar-sweetened) soda</u> .	0	Not mentioned.
		1	Either of the following: <ul style="list-style-type: none"> Regular soda is limited but not prohibited. Prohibition of regular soda is suggested or weakened by exceptions such as time, location, or a principal's discretion.
		2	Either of the following: <ul style="list-style-type: none"> Regular soda is prohibited. Foods of Minimal Nutritional Value (FMNV) are prohibited at all times on school grounds. Prohibiting FMNV qualifies for a "2" because the definition of FMNV includes soda. Examples: <ul style="list-style-type: none"> "Soda will not be available on school grounds." "Only water, 100% juice, and milk will be sold at school."
NS46	Addresses limiting <u>beverages other than soda containing added caloric sweeteners</u> such as sweetened teas, juice drinks, energy drinks, and sports drinks.	0	Not mentioned.
		1	Either of the following: <ul style="list-style-type: none"> Other beverages with caloric sweeteners are limited but not prohibited. Prohibition is suggested or weakened by exceptions such as time, location, or a principal's discretion.
		2	Other beverages with added caloric sweeteners are prohibited. Example: "Only milk, water, and 100% juice will be available at school."
NS47	Addresses limiting <u>sugar/calorie</u> content of <u>flavored milk</u> .	0	Not mentioned.
		1	Either of the following: <ul style="list-style-type: none"> Limit is not quantified. Limit is suggested or weakened by exceptions such as time, location, or a principal's discretion.
		2	Quantified limit for sugar or calories. Example: "Milk shall contain no more than 22 g of sugars per 8 oz."
NS48	Addresses limiting <u>fat content of milk</u> .	0	Not mentioned. Mentioning nonfat or low-fat dairy <u>products/foods</u> does NOT qualify for a "1" or "2." If policy explicitly allows whole milk, rate as "0."
		1	Any of the following: <ul style="list-style-type: none"> Limiting milk to only low-fat (1%) or non-fat/skim is specified but suggested or weakened by exceptions such as time, location, or a principal's discretion. Full-fat milk is prohibited, but reduced-fat (2%) milk is allowed. Policy mentions that non-fat/skim, low-fat (1%), and/or reduced-fat (2%) milk are "allowed," "offered," or "provided," without specifying "<u>only</u>". Examples: <ul style="list-style-type: none"> "In elementary and middle school, all milk sold is low-fat or skim. In high school, milk of any fat content may be sold." "Schools shall offer fat-free milk where beverages are sold."
		2	<u>Only</u> low-fat (1%) or non-fat/skim milk is allowed (i.e., reduced-fat [2%] AND full-fat are <u>prohibited</u>).

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (continued)

NS49	Addresses <u>serving size</u> limits for beverages.	0	Not mentioned. If policy specifies <u>Dietary Guidelines for Americans</u> and <u>no other standards</u> , rate as "0."
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Limit for drinks other than water is greater than 12 oz. Limit is suggested or weakened by exceptions such as time, location, or a principal's discretion.
		2	Limit for drinks other than water is 12 ounces or less.
NS50	Addresses <u>limiting caffeine</u> content of beverages (with the exception of trace amounts of naturally occurring caffeine substances).	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Limit is not quantified. Limit is suggested or weakened by exceptions such as time, location, or a principal's discretion.
		2	<p>Any of the following:</p> <ul style="list-style-type: none"> Beverages with added caffeine are prohibited. Quantified limits are required. All allowable beverages are caffeine-free. <p>Examples:</p> <ul style="list-style-type: none"> "All beverages shall be caffeine-free, with the exception of trace amounts of naturally occurring caffeine substances." "Allows only low-calorie beverages including flavored, non-caffeinated water."
NS51	Addresses access to <u>free drinking water</u> .	0	Not mentioned. The sale of bottled water does NOT qualify for a "1" or "2."
		1	Availability of free water is suggested or encouraged.
		2	Free water is always available. Example: "Students and staff will have access to free, safe, and fresh drinking water throughout the school day."

Section 4. Physical Education

Many states list National Association for Sport & Physical Education (NASPE) standards. Only rate a "2" for items with NASPE defaults if district actually requires schools to follow NASPE standards, and it is clear from the context of the statement that NASPE standards apply to those items. If NASPE standards are suggested, rate as "1."

PE52	Addresses physical education <u>curriculum</u> for <u>each grade level</u> .	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> Unclear if each grade has a physical education curriculum. A curriculum is identified but limited to only some grade levels. Addresses minimum amount of time for physical education but does not mention <u>curriculum</u>. <p>Example: "Physical education will be provided in K-8."</p>
		2	Clear that district has a physical education curriculum for each grade (e.g., policy describes a general physical education curriculum for "K-12," "all levels," or "all students"). Example: "All students in grades K-12 will receive daily physical education."

Section 4. Physical Education (*continued*)

PE53	Addresses <u>time</u> per week of physical education for <u>elementary school</u> students.	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> Suggests but does not require 150 minutes/week. Specifies total amount of physical education, but it is less than 150 minutes/week. <u>Suggests</u> that schools follow NASPE standards. Specifies number of classes per week without duration. Time is specified for overall physical activity that specifically includes physical education.
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> Requires 150 minutes/week or more of physical education. <u>Requires</u> schools to follow NASPE standards.
PE54	Addresses <u>time</u> per week of physical education for <u>middle school</u> students.	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> Suggests but does not require 225 minutes/week. Specifies total amount of physical education, but it is less than 225 minutes/week. <u>Suggests</u> that schools follow NASPE standards. Specifies number of classes per week without duration. Time is specified for overall physical activity that specifically includes physical education.
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> Requires 225 minutes/week or more of physical education. <u>Requires</u> schools to follow NASPE standards.
PE55	Addresses <u>time</u> per week of physical education for <u>high school</u> students.	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> Suggests but does not require 225 minutes/week. Specifies total amount of physical education, but it is less than 225 minutes/week. <u>Suggests</u> that schools follow NASPE standards. Specifies number of classes per week without duration. Time is specified for overall physical activity that specifically includes physical education.
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> Requires 225 minutes/week or more of physical education. <u>Requires</u> schools to follow NASPE standards.
PE56	Physical education promotes a <u>physically active lifestyle</u> .	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> Suggests that physical education promotes a physically active lifestyle. <u>Suggests</u> NASPE standards. Suggests that physical education programs focus on self-assessment. <p>Example: <i>“Physical education programs should promote an active lifestyle.”</i></p>
		2	<p>Any of the following:</p> <ul style="list-style-type: none"> Requires physical education to teach lifetime activities. <u>Requires</u> schools to follow NASPE standards. Focuses on self-assessment through a “Fitnessgram” or “Activitygram.” <p>Examples:</p> <ul style="list-style-type: none"> <i>“Schools will provide physical education that fosters lifelong habits of physical activity.”</i> <i>“Physical education shall focus on personal fitness.”</i> <i>“Shall provide all students physical education that teaches them the skills needed for lifelong physical fitness.”</i>

Section 4. Physical Education (*continued*)

PE57	Specifies <u>competency assessment</u> (i.e., knowledge, skills, or practice).	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> The competency assessment or assessment of knowledge, skills, or practice is suggested and/or vague. <u>Mentions</u> NASPE standards. <p>Example: <i>“Will promote rubrics that objectively evaluate and encourage active participation in physical education in all classes K-12.”</i></p>
		2	<p>Requires a competency assessment or assessment of knowledge, skill, or practice as part of the physical education curriculum. NASPE standards alone do NOT qualify for a rating of a “2.”</p> <p>Example: <i>“Students shall be able to demonstrate [physical education] competency through application of knowledge, skill development, and practice.”</i></p>
PE58	Addresses <u>physical education quality</u> .	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Vague and/or suggested. <u>Suggests</u> NASPE standards. <p>Example: <i>“A quality physical education program will be provided to all students.”</i></p>
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> Physical education curriculum is aligned with academic standards or benchmarks, comprehensive in scope and sequence. Possible wording: “ongoing,” “sequential,” “systematic,” and/or “standards-based.” <u>Requires</u> physical education to follow NASPE standards.
PE59	Physical education program promotes <u>inclusive play</u> .	0	Not mentioned. “Age-appropriate” play or accommodations for disabled/special health care needs does NOT qualify for a “1” or “2.”
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Vague and/or suggested. <u>Suggests</u> NASPE standards.
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> Requires efforts to discourage bullying, restrict picking teams, promote confidence building, encourage good sportsmanship, include students who are not athletically gifted, and/or provide physical education choices that match ability. <u>Requires</u> schools to follow NASPE standards. <p>Example: <i>“The physical education program shall meet the needs of all students, including those who are not athletically gifted, and teach cooperation, fair play, and responsible participation.”</i></p>
PE60	Addresses <u>physical education classes, courses, or credits</u> as an important part of the curriculum (i.e., on same par as other academic subjects).	0	Not mentioned.
		1	Suggests that physical education classes, courses, or credits count toward graduation and/or GPA.
		2	Requires that physical education classes or credits count toward graduation and/or GPA.

Section 4. Physical Education (*continued*)

PE61	Addresses <u>frequency of required physical education</u> (daily).	0	Not mentioned.
		1	Suggested that students will receive daily physical education. Example: <i>“Physical education should be provided every day.”</i>
		2	Required that all students receive daily physical education. Example: <i>“Physical education will be provided on a daily basis.”</i>
PE62	Addresses <u>teacher-student ratio</u> for physical education.	0	Not mentioned.
		1	Vague and/or suggested.
		2	Specific and required.
PE63	Addresses <u>safe and adequate equipment and facilities</u> for physical education.	0	Not mentioned.
		1	Either of the following: <ul style="list-style-type: none"> Suggested or encouraged. <u>Mentions</u> NASPE standards.
		2	Ensures equipment and facilities are safe and adequate. NASPE standards alone do NOT qualify for a rating of a “2.” Example: <i>“The physical education program shall be provided with adequate space and equipment and conform to all applicable safety standards.”</i>
PE64	Addresses amount of time devoted to <u>moderate to vigorous activity</u> in physical education.	0	Not mentioned. Recess and other physical activities do NOT qualify.
		1	Any of the following: <ul style="list-style-type: none"> Suggested. Duration is not specified. Duration is less than 50% of class time. Example: <i>“The physical education program shall devote <u>as much class time as possible</u> to moderate and vigorous activity.”</i>
		2	At least 50% of class time is designated for moderate to vigorous activity. Example: <i>“All physical education classes to include at least 50% of moderate to vigorous activity in all or most lessons.”</i>
PE65	Addresses <u>qualifications</u> for physical education <u>instructors</u> .	0	Not mentioned.
		1	Either of the following: <ul style="list-style-type: none"> Credentials are vaguely referred to or suggested. NASPE standards are suggested. Examples: <ul style="list-style-type: none"> <i>“Physical education shall be taught by <u>appropriate staff</u>.”</i> <i>“When possible, physical education will be taught by a licensed instructor.”</i>
		2	Either of the following: <ul style="list-style-type: none"> Requires that physical education be taught by a licensed instructor. <u>Requires</u> schools to follow NASPE standards. Example: <i>“Physical education will be taught by a licensed instructor.”</i>

Section 4. Physical Education (*continued*)

PE66	District provides <u>physical education training</u> for physical education <u>teachers</u> .	0	Not mentioned.
		1	Suggested that all staff or physical education staff receive physical education-related training/professional development. Example: “All staff involved in physical education <u>should</u> be provided with opportunities for professional development.”
		2	Provision of physical education training is required for physical education teachers. If <u>physical education-specific training</u> is provided for a broader set of staff or teachers, it is assumed that physical education teachers are included and will receive physical education training too. Examples: <ul style="list-style-type: none"> • “Ensures physical education staff will receive professional development on a yearly basis.” • “Shall provide staff with adequate training in physical education.”
PE67	Addresses <u>physical education waiver requirements</u> (e.g., substituting physical education requirement with other activities).	0	Either of the following: <ul style="list-style-type: none"> • Not mentioned. • Waivers for physical education are explicitly allowed in all instances. Example: “Unless otherwise exempted, all students will be required to engage in the physical education program.” An exemption could include physical education waivers.
		1	Either of the following: <ul style="list-style-type: none"> • Waivers for physical education are discouraged. • Waivers for physical education are prohibited with the exception of substituting physical activities (e.g., team sports) for physical education. If policy evaluation is NOT grade level-specific, rate as “1” if policy prohibits recess from taking the place of physical education. Example: “Academic activities shall not take the place of physical education. However, students on the school’s sports teams may substitute participation for physical education credits.
		2	Prohibits substituting physical education with other activities, including physical activities. Rate this item as “2” if waivers are prohibited with exception of Individual(ized) Academic Plans (IAP) or Individual(ized) Education Plans (IEP). If the policy evaluation is grade level-specific, rate this item as “2” for the elementary level if the policy prohibits recess from taking the place of physical education.
PE68	Requires students to participate in an <u>annual health assessment</u> (e.g., fitness or Body Mass Index [BMI]).		Note: This item refers to a district-wide, systematic assessment after which parents are typically notified about their child’s results.
		0	Not mentioned.
		1	Either of the following: <ul style="list-style-type: none"> • Vague, suggested, and/or unclear how often. • Assessment is specific and required, but a positive approach to communicating results is not mentioned. Example: “Shall introduce developmentally appropriate components of Connecticut Physical Fitness Assessment.”
		2	Type of assessment is specified and required, and a positive approach to communicating results is mentioned. Examples: <ul style="list-style-type: none"> • “Confidential health reports will be sent directly to parents and will include additional resources.” • “Physical education teachers will assist students in interpreting their personal attainments and compare them to national physical activity recommendations.”

Section 5. Physical Activity

PA69	<p><u>Federal Requirement:</u> Includes goals for physical activity that are designed to promote student wellness in a manner that the local education agency determines is appropriate.</p>	<p>0</p> <p>Either of the following:</p> <ul style="list-style-type: none"> Physical activity is not mentioned. Policy clearly detracts from requirement. <p>1</p> <p>Either of the following:</p> <ul style="list-style-type: none"> Physical activity goal is implied. Policy <u>only</u> repeats the language of the federal wellness requirement regarding physical activity. <p>Examples:</p> <ul style="list-style-type: none"> <i>“The district is committed to physical activity.”</i> <i>“Includes goals for physical activity designed to promote student wellness in a manner that the local educational agency determines is appropriate.”</i> No physical activity goals are stated. <p>2</p> <p>Any physical activity goal is mentioned.</p> <p>Example: <i>“Schools should provide regular physical activity.”</i> Because the federal requirement only specifies “goals,” for this item, words like “should” are acceptable for a “2.”</p>
PA70	<p>Physical activity provided for <u>every grade level</u>.</p>	<p>0</p> <p>Not mentioned.</p> <p>1</p> <p>Either of the following:</p> <ul style="list-style-type: none"> Suggested. Mentions provision of physical activity to “students,” but it is unclear that each grade will receive physical activity outside of physical education. <p>Example: <i>“Provide adequate time for students to be engaged in physical activity, which includes physical education, recess, and co-curricular activities.”</i></p> <p>2</p> <p>Clear that each grade will receive physical activity outside of physical education.</p> <p>Example: <i>“Physical activity will be integrated across the curricula for all grades (K-12) and throughout the school day.”</i></p>
PA71	<p>Includes physical activity <u>opportunities for school staff</u>.</p>	<p>0</p> <p>Not mentioned.</p> <p>1</p> <p>Provision is suggested.</p> <p>Example: <i>“Should promote periodic and ongoing programs to increase the activity choices for faculty and staff.”</i></p> <p>2</p> <p>Provision is required.</p>
PA72	<p>Regular physical activity opportunities are <u>provided throughout the school day</u> (NOT including recess).</p>	<p>0</p> <p>Either of the following:</p> <ul style="list-style-type: none"> Not mentioned. Only addresses physical activity <u>before</u> or <u>after</u> school. <p>1</p> <p>Vague and/or suggested.</p> <p>Example: <i>“Classrooms shall incorporate, where possible, appropriate, short breaks that include physical movement.”</i></p> <p>2</p> <p>Either of the following:</p> <ul style="list-style-type: none"> Regular physical activity throughout the day is required. Policy requires training for teachers on activities that incorporate physical activity throughout the day. <p>Examples:</p> <ul style="list-style-type: none"> <i>“Physical activity opportunities shall be offered daily during the school day.”</i> <i>“Shall provide Take 10! training to all teachers.”</i>

Section 5. Physical Activity (continued)

PA73	Addresses physical activity through <u>intramurals or interscholastic</u> activities.	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Provision is suggested. A list of physical activities that <u>should</u> be offered includes intramurals. <p>Example: <i>“Intramural offerings <u>should</u> be maintained at present levels and steadily increased to accommodate elementary, middle and high school grades.”</i></p>
		2	Provision of intramurals or interscholastic activities is required.
PA74	Addresses <u>community use of school facilities</u> for physical activity outside of the school day.	0	Not mentioned.
		1	<p>Availability of school facilities for physical activity is suggested.</p> <p>Example: <i>“The district should allow community-based organizations to use facilities outside school hours.”</i></p>
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> States effort to <u>promote</u> the use of facilities. Ensures that facilities will be available. <p>Example: <i>“The district is encouraged to promote the use of school facilities outside of school hours for physical activity programs offered by community-based organizations.”</i></p>
PA75	Addresses <u>safe, active routes</u> to school.	0	Not mentioned.
		1	<p>Vague and/or suggested.</p> <p>Example: <i>“The school district may consider programs such as promoting safe and walkable routes to school.”</i></p>
		2	<p>Ensures effort to promote safe active routes to school (e.g., by seeking funding, working with local transit, organizing walking school bus, or ensuring safe walking paths).</p> <p>Example: <i>“Each school is responsible for working with community groups to facilitate and promote walking and biking to school by students and staff using safe routes and safe practices.”</i></p>
PA76	Addresses not using physical activity (extra or restricted) as <u>punishment</u> .	0	Not mentioned.
		1	<p>Discouraged.</p> <p>Example: <i>“Students <u>should not</u> be pulled out of physical education for any other content area instruction or punishment.”</i></p>
		2	<p>Prohibited. Prohibition with exceptions for Individual(ized) Academic Plans (IAP) or Individual(ized) Education Plans (IEP) qualifies for a “2.”</p> <p>Example: <i>“Staff members shall not deny participation in recess or other physical activity opportunities as a form of discipline or punishment unless the safety of students is in question.”</i></p>
PA77	Addresses <u>recess frequency</u> or <u>amount</u> in <u>elementary</u> school.	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Frequency or amount is vague and/or suggested. Recess is included in a list of possible activities where a frequency is specified (e.g., “daily”). <p>Example: <i>“Supervised recess time should be provided to all students within each school day at all elementary schools.”</i></p>
		2	<p>Specific and required.</p> <p>Example: <i>“All elementary school students shall have daily recess.”</i></p>

Section 5. Physical Activity (continued)

PA78	Addresses recess <u>quality to promote physical activity</u> .	0	Not mentioned. Only states that recess will be “supervised,” “unstructured,” or “safe.” Does not qualify for a “1” or “2” because these statements do not exceed what is conventionally expected of recess.
		1	Vague and/or suggested.
		2	Requires specific strategies encouraging physical activity and/or outdoor play, even if it refers to elementary students only. Example: <i>“All elementary school students shall have daily recess, during which schools shall provide space, equipment, and an environment conducive to safe and enjoyable activity.”</i>

Section 6. Communication and Promotion

CP79	Federal Requirement: Involve parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.		Note: This should have happened in the past because it deals exclusively with policy DEVELOPMENT. However, since language may not have been updated, rate future intention (e.g., “shall form a committee”) the same as present plan.
		0	Neither policy nor supporting documentation specifies who was on policy development team.
		1	Policy (or supporting documentation) specifies who was on policy development team, but not all required groups were represented. Even if only one of the stakeholder categories is missing, rate as “1.”
		2	Policy (or supporting documentation) specifies who was on policy development team, and <u>all</u> required groups were represented: <ul style="list-style-type: none"> • Parents. • Students. • School food authority. • School Board. • School administrators. • Public.
CP80	Includes <u>staff wellness</u> programs specifically addressing the health of staff.	0	Not mentioned. If policy encourages staff wellness, but does not offer any programs or education, rate as “0.” Example: <i>“School staff will be encouraged to improve their own health and wellness in relation to nutrition and physical activity.”</i>
		1	Program suggested. Example: <i>“Will <u>promote</u> periodic and ongoing programs to increase nutritional knowledge and activity for faculty and staff.”</i>
		2	Program required. Examples: <ul style="list-style-type: none"> • “Presentations on nutrition will be provided to staff.” • “Activity programs will be available for staff, and gym memberships will be subsidized.” • “Health and wellness classes will be offered to staff.”
CP81	Addresses consistency of <u>nutrition communication</u> .	0	Not mentioned.
		1	Vague and/or suggested. Examples: <ul style="list-style-type: none"> • “The entire school environment shall be <u>aligned</u> with nutrition and physical activity goals.” (Although “shall” is required, “aligned” is vague.) • “Will <u>encourage</u> menu choices linked with the nutrition education curriculum.”
		2	Specific and required. Example: <i>“The school environment, including cafeteria and classroom, shall provide clear and consistent messages that reinforce healthy eating.”</i>

Section 6. Communication and Promotion (*continued*)

CP82	Encourages <u>staff</u> to be <u>role models</u> for healthy behaviors.	0	Not mentioned.
		1	Suggests that staff should be encouraged to model healthy behavior. Example: <i>“Each school in the district <u>should</u> encourage staff to model...”</i>
		2	Requires that staff shall be encouraged to model healthy behavior. Example: <i>“Staff <u>will be</u> encouraged to model healthy eating and physical activity as a valuable part of daily life.”</i>
CP83	Specifies <u>who</u> in the district is responsible for wellness/health communication beyond required policy implementation reporting.	0	Not mentioned.
		1	Either of the following: <ul style="list-style-type: none"> • Specifies who is responsible, but communication is only suggested. • Communication is required, but the person or group responsible is vague (e.g., “the school,” “school officials,” or “the district”). Example: <i>“Teachers and staff <u>can</u> post websites on nutrition topics.”</i>
		2	Specifies who is responsible, and communication is required. Acceptable: “Superintendent or designee.” Example: <i>“Food services <u>will</u> provide families with opportunities for input and monitoring of their children’s food purchases at the K-8 level.”</i>
CP84	Specifies district using Centers for Disease Control and Prevention’s (<u>CDC</u>) <u>Coordinated School Health Program (CSHP) model</u> or other coordinated/comprehensive method. (The CSHP model consists of 8 interactive components: (1) health education, (2) family/community involvement, (3) health promotion for staff, (4) healthy school environment, (5) counseling, psychological and social services, (6) physical education, (7) health services, and (8) nutrition services.)	0	Not mentioned.
		1	Mentions that district is considering use or working toward use of a coordinated school health model. Example: <i>“We will strive toward integrating nutrition into a coordinated school health approach.”</i>
		2	Includes language to institutionalize a coordinated school health model. Example: <i>“Schools <u>will</u> link nutrition education activities with the coordinated school health program.”</i>
CP85	Addresses <u>methods</u> to solicit or encourage <u>input</u> from stakeholder groups (e.g., two-way sharing).	0	Not mentioned.
		1	Suggests the use of specific methods for soliciting input from stakeholders. Example: <i>“<u>Should</u> encourage feedback from parents and community through stakeholder meetings.”</i>
		2	Requires the use of specific methods for soliciting input from stakeholders. Examples: <ul style="list-style-type: none"> • <i>“Students <u>will</u> be given the opportunity to provide input on local, cultural, and favorite ethnic foods.”</i> • <i>“The school will consider student needs in planning for a healthy school nutrition environment. Students will be asked for input and feedback through the use of student surveys and attention will be given to their comments.”</i> • <i>“Shall provide periodic food promotions to encourage taste testing of healthy new foods being introduced on the menu.”</i> • <i>“The food service director will be available to speak with parents during open house.”</i>

Section 6. Communication and Promotion (continued)

CP86	Specifies <u>how</u> district will engage parents or community to meet district wellness goals (e.g., through website, e-mail, parent conferences, or events).	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Methods are vague. • Specific methods are mentioned but not required. • Specific methods are mentioned, but it is unclear if school will engage parents or community. <p>Example: <i>“Nutrition information <u>should</u> be provided to parents and staff through newsletters, publications, health fairs, and other channels.”</i></p>
		2	<p>Clear that the district or schools will engage parents or community, and specific methods are listed. Even if it is unclear that each method listed will be used, as long as engaging parents or community is required, rate as “2.”</p> <p>Example: <i>“Nutrition education <u>will</u> be provided to parents. Nutrition education may be provided in the form of handouts, the school website, articles and information provided in district or school newsletters, presentations that focus on nutrition and healthy lifestyles, and through any other appropriate means available to reach parents.”</i></p>
CP87	Specifies <u>what</u> content/information district communicates to parents.	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • It is suggested that the district or schools communicate specific content/information to parents. • The content/information communicated to parents is vague. <p>Examples: • <i>“Nutrition information <u>should</u> be provided to parents on but not limited to: healthy snack ideas, healthy breakfasts.”</i> • <i>“District shall communicate information on healthy eating and physical activity to parents.”</i></p>
		2	<p>The district or schools are required to communicate <u>specific</u> content/information to parents (wellness policy, lists of foods for healthy lunches or celebrations, opportunities for physical activity before and after school, etc.).</p> <p>Example: <i>“The District will provide parents with healthy snack ideas.”</i></p>
CP88	Specifies <u>marketing</u> to promote healthy choices.	0	Not mentioned.
		1	<p>Vague and/or suggested.</p> <p>Example: <i>“It is recommended that organizations operating concessions at school functions market healthy food choices at a lower profit margin to encourage student selection.”</i></p>
		2	Specific (posters, pricing structures, etc.) and required.
CP89	Specifies <u>restricting marketing of unhealthful choices</u> .	0	Not mentioned.
		1	<p>Restrictions are suggested or weakened by exceptions such as time, location, or a principal’s discretion.</p> <p>Example: <i>“Display and advertising of foods with minimal nutritional value is strongly discouraged on school grounds.”</i></p>
		2	<p>Required.</p> <p>Examples: • <i>“Education materials shall be free of brands and illustrations of unhealthful foods.”</i> • <i>“Soft drink logos are not allowed on school materials or on school property.”</i></p>

Section 6. Communication and Promotion (continued)

CP90	Establishes a <u>health advisory committee</u> or school health council that is <u>ongoing</u> beyond policy development.	0	Not mentioned.
		1	Suggested and/or not clear that the committee will be ongoing.
		2	Committee is required and clearly ongoing. Examples: <ul style="list-style-type: none"> • “The Nutrition and Physical Activity Advisory Council shall include (stakeholders) and shall meet a minimum of two times annually to monitor and evaluate the implementation of the policy.” • “The school district will create, strengthen, or work within existing school health councils to develop, monitor, review, and revise nutrition and physical activity policies. The councils will serve as resources to school sites for implementing these policies.”

Section 7. Evaluation

E91	Federal Requirement: Establish a plan for measuring implementation of the local wellness policy, including designation of one or more persons within the local educational agency or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy.	0	Not mentioned.
		1	Any of the following: <ul style="list-style-type: none"> • A plan is implied. • Describes a plan but does not designate one or more persons charged with ensuring compliance. • Describes a plan, but the person or group responsible for compliance is vague (e.g., “the school,” “school officials,” or “the district”). • <u>Only</u> repeats the language of the federal wellness requirement regarding a plan for measuring implementation.
		2	Describes a plan and designates one or more persons charged with ensuring compliance. Examples: <ul style="list-style-type: none"> • “A district-wide Wellness Committee shall be established for the purpose of monitoring the implementation of the district’s Wellness Policy and its nutrition and physical activity components through the Superintendent or his/her designee.” • “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 with those policies in his or her school.”
E92	Addresses a <u>plan for policy implementation</u> , including a person or group responsible (initial or ongoing).	0	Not mentioned.
		1	Either of the following: <ul style="list-style-type: none"> • Identifies having or developing a plan without strong language or without identifying a person or group responsible. • Identifies a plan, but the person or group responsible is vague (e.g., “the school,” “school officials,” or “the district”). Example: “The district will strive to implement the policy by...”
		2	Uses strong language, identifies having or developing a plan for implementation, and identifies a person or group responsible. If a policy mentions a plan for implementation of specific activities, such as “the principal shall ensure that vending machines are in compliance with district standards,” rate as “2.” Example: “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 with those policies in his or her school.”

Section 7. Evaluation (continued)

E93	Addresses a plan for policy <u>evaluation</u> , including a person/group responsible for tracking outcomes.	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Some kind of pre-policy and post-policy assessment is <u>implied</u>. An evaluation plan is required, but the person or group responsible is vague (e.g., “the school,” “school officials,” or “the district”). <p>Example: <i>“The district shall conduct an assessment of the health and fitness policy.”</i></p>
		2	<p><u>ALL</u> of the following:</p> <ul style="list-style-type: none"> An evaluation plan is required. A person/group responsible for tracking evaluation is identified. Specific outcomes to be measured are stated (e.g., health impact, fiscal impact, student learning, School Health Index). <p>Example: <i>“The <u>Advisory Council</u> shall meet at least annually to review nutrition and physical activity policies, <u>evidence on student health impact</u>, and effective programs and program elements.”</i></p>
E94	Addresses the <u>audience</u> and <u>frequency</u> of a <u>report</u> on compliance and/or evaluation.	0	Not mentioned.
		1	Some kind of report on compliance or evaluation is implied.
		2	<p><u>ALL</u> of the following:</p> <ul style="list-style-type: none"> Reporting on compliance or evaluation is <u>required</u>. <u>Specific items</u> are stated (e.g., compliance with nutrition guidelines, listing of activities and programs conducted to promote nutrition and physical activity, recommendations for policy and/or program revisions, feedback received from stakeholders). It is clear that a report will be made to a <u>specific audience</u> (e.g., board of education, administration, Parent Teacher Association [PTA] / Parent Teacher Organization [PTO], and the public). <u>Frequency</u> of reporting is stated. <p>Example: <i>“The advisory council shall prepare a report annually for the Superintendent evaluating the implementation of the policy and regulations and include any recommended changes or revisions.”</i></p>
E95	Identifies <u>funding support</u> for wellness activities or policy evaluation.	0	Not mentioned.
		1	<p>Vague and/or suggested.</p> <p>Examples:</p> <ul style="list-style-type: none"> “Adequate funding will be provided.” “Funding for wellness activities should be made available through the local budget process.”
		2	<p>Ensures that funding will be provided and identifies a specific source.</p> <p>Example: <i>“Funding for the school wellness evaluation will be allocated from the general operations budget.”</i></p>
E96	Identifies a plan for <u>revising the policy</u> .	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Future intention in making a decision to revise. Revision is mentioned, but it is unclear if it refers to the <u>policy</u>. <p>Examples:</p> <ul style="list-style-type: none"> “May meet to discuss revisions to policy.” “May suggest changes.” “Shall implement program changes.”
		2	<p>Discusses revision to policy in any way by any person or group.</p> <p>Examples:</p> <ul style="list-style-type: none"> “Will meet to discuss revisions to policy.” “The policy shall be revised as necessary.”

School Wellness Policy Score Sheet

District:

Date of Review:

The *School Wellness Policy Score Sheet* summarizes a district's school wellness policy scores based on seven sections, containing a total of 96 policy items. Each policy item is rated as "0" (item is not mentioned), "1" (weak statement is made regarding the item), or "2" (strong statement is made regarding the item). Each policy section receives a score for comprehensiveness and strength. **Comprehensiveness** is calculated by counting the number of items rated as either 1" or "2," dividing by the number of items in the section, and multiplying by 100. **Strength** is calculated by counting the number of items rated as "2," dividing by the number of items in the section, and multiplying by 100.

Section 1. Nutrition Education		Rating
NE1	Federal Requirement: Includes goals for nutrition education that are designed to promote student wellness in a manner that the local education agency determines is appropriate.	
NE2	Nutrition curriculum provided for each grade level.	
NE3	Coordinates nutrition education with the larger school community.	
NE4	Nutrition education extends beyond the school environment.	
NE5	District provides nutrition education training for teachers.	
NE6	Nutrition education is integrated into other subjects beyond health education.	
NE7	Nutrition education teaches skills that are behavior-focused, interactive, and/or participatory.	
NE8	Specifies number of nutrition education courses or contact hours.	
NE9	Nutrition education quality is addressed.	
<p style="text-align: center;">Subtotal for Section 1 Nutrition Education</p>		
<p>Comprehensiveness Score <i>Count the number of items rated as "1" or "2" and divide this number by 9. Multiply by 100. Do not count an item if it is rated as "0."</i></p>		
<p>Strength Score <i>Count the number of items rated as "2" and divide this number by 9. Multiply by 100.</i></p>		

Section 2. Standards for USDA Child Nutrition Programs and School Meals		Rating
US10	Federal Requirement: Assures that guidelines for reimbursable school meals shall not be less restrictive than USDA school meal regulations.	
US11	Addresses access to and/or promotion of the School Breakfast Program (USDA).	
US12	Addresses access to and/or promotion of the Summer Food Service Program.	
US13	Addresses nutrition standards for school meals beyond USDA (National School Lunch Program / School Breakfast Program) minimum standards.	
US14	Specifies use of low-fat versions of foods and/or low-fat methods for preparing foods.	
US15	Specifies strategies to increase participation in school meal programs.	
US16	Optimizes scheduling of meals to improve student nutrition.	
US17	Ensures adequate time to eat.	
US18	Addresses access to hand washing before meals.	
US19	Requires nutrition qualifications for school food service staff.	
US20	Ensures training or professional development for food service staff.	
US21	Addresses school meal environment.	
US22	Nutrition information for school meals (e.g., calories, saturated fat, sugar) is available.	
<p style="text-align: center;">Subtotal for Section 2 Standards for USDA Child Nutrition Programs and Meals</p>		
<p>Comprehensiveness Score <i>Count the number of items rated as "1" or "2" and divide this number by 13. Multiply by 100. Do not count an item if it is rated as "0."</i></p>		
<p>Strength Score <i>Count the number of items rated as "2" and divide this number by 13. Multiply by 100.</i></p>		

School Wellness Policy Score Sheet

District:

Date of Review:

	Section 3. Nutrition Standards for Competitive and Other Foods and Beverages	Rating
NS23	Federal Requirement: Includes nutrition guidelines selected by the local education agency for ALL foods available on school campus during the school day with the objective of promoting student health and reducing childhood obesity.	
NS24	Regulates vending machines.	
NS25	Regulates school stores.	
NS26	Regulates food service a la carte.	
NS27	Regulates food served at class parties and other school celebrations.	
NS28	Regulates food from home for the whole class.	
NS29	Regulates food sold before school.	
NS30	Regulates food sold after school (beyond district-run after-school programs).	
NS31	Regulates food sold at evening and community events on school grounds.	
NS32	Regulates food sold for fundraising.	
NS33	Addresses limiting sugar content of foods.	
NS34	Addresses limiting fat content of foods.	
NS35	Addresses limiting sodium content of foods.	
NS36	Addresses limiting calorie content per serving size of foods.	
NS37	Addresses limiting serving size of foods.	
NS38	Addresses increasing "whole foods": whole grains, unprocessed foods, or fresh produce.	
NS39	Addresses limiting the use of ingredients with questionable health effects in food or beverages (e.g., artificial sweeteners, processed or artificial foods, <i>trans</i> fats, high fructose corn syrup [HFCS]).	
NS40	Addresses food not being used as a reward and/or withheld as a punishment.	
NS41	Nutrition information (e.g., calories, saturated fat, sugar) available for foods other than school meals.	
NS42	Addresses limiting sugar content of beverages.	
NS43	Addresses limiting fat content of drinks (e.g., milkshakes or smoothies) other than milk.	
NS44	Addresses limiting calorie content per serving size of beverages.	
NS45	Addresses limiting regular (sugar-sweetened) soda.	
NS46	Addresses limiting beverages other than soda containing added caloric sweeteners such as sweetened teas, juice drinks, energy drinks, and sports drinks.	
NS47	Addresses limiting sugar/calorie content of flavored milk.	
NS48	Addresses limiting fat content of milk.	
NS49	Addresses serving size limits for beverages.	
NS50	Addresses limiting caffeine content of beverages (with the exception of trace amounts of naturally occurring caffeine substances).	
NS51	Addresses access to free drinking water.	
	<p style="text-align: center;">Subtotal for Section 3 Standards for Competitive and Other Foods and Beverages</p>	<p>Comprehensiveness Score Count the number of items rated as "1" or "2" and divide this number by 29. Multiply by 100. Do not count an item if it is rated as "0."</p> <p>Strength Score Count the number of items rated as "2" and divide this number by 29. Multiply by 100.</p>

School Wellness Policy Score Sheet

District:

Date of Review:

Section 4. Physical Education		Rating
PE52	Addresses physical education curriculum for each grade level.	
PE53	Addresses time per week of physical education for elementary school students.	
PE54	Addresses time per week of physical education for middle school students.	
PE55	Addresses time per week of physical education for high school students.	
PE56	Physical education promotes a physically active lifestyle.	
PE57	Specifies competency assessment (i.e., knowledge, skills, or practice).	
PE58	Addresses physical education quality.	
PE59	Physical education program promotes inclusive play.	
PE60	Addresses physical education classes, courses, or credits as an important part of the curriculum.	
PE61	Addresses frequency of required physical education (daily).	
PE62	Addresses teacher-student ratio for physical education.	
PE63	Addresses safe and adequate equipment and facilities for physical education.	
PE64	Addresses amount of time devoted to moderate to vigorous activity in physical education.	
PE65	Addresses qualifications for physical education instructors.	
PE66	District provides physical education training for physical education teachers.	
PE67	Addresses physical education waiver requirements (e.g., substituting physical education requirement with other activities).	
PE68	Requires students to participate in an annual health assessment (e.g., fitness or Body Mass Index [BMI]).	
<p style="margin: 0;">Subtotal for Section 4 Physical Education</p> <p style="margin: 0;">Comprehensiveness Score Count the number of items rated as "1" or "2" and divide this number by 17 Multiply by 100. Do not count an item if it is rated as "0."</p> <p style="margin: 0;">Strength Score Count the number of items rated as "2" and divide this number by 17 Multiply by 100.</p>		<div style="border: 2px solid #2e7d32; width: 60px; height: 40px; margin: 0 auto;"></div> <div style="border: 2px solid #2e7d32; width: 60px; height: 40px; margin: 0 auto;"></div>

Section 5. Physical Activity		Rating
PA69	Federal Requirement: Includes goals for physical activity that are designed to promote student wellness in a manner that the local education agency determines is appropriate.	
PA70	Physical activity provided for every grade level.	
PA71	Includes physical activity opportunities for school staff.	
PA72	Regular physical activity opportunities are provided throughout the school day (not including recess).	
PA73	Addresses physical activity through intramurals or interscholastic activities.	
PA74	Addresses community use of school facilities for physical activity outside of the school day.	
PA75	Addresses safe, active routes to school.	
PA76	Addresses not using physical activity (extra or restricted) as punishment.	
PA77	Addresses recess frequency or amount in elementary school.	
PA78	Addresses recess quality to promote physical activity.	
<p style="margin: 0;">Subtotal for Section 5 Physical Activity</p> <p style="margin: 0;">Comprehensiveness Score Count the number of items rated as "1" or "2" and divide this number by 10. Multiply by 100. Do not count an item if it is rated as "0."</p> <p style="margin: 0;">Strength Score Count the number of items rated as "2" and divide this number by 10. Multiply by 100.</p>		<div style="border: 2px solid #e67e22; width: 60px; height: 40px; margin: 0 auto;"></div> <div style="border: 2px solid #e67e22; width: 60px; height: 40px; margin: 0 auto;"></div>

School Wellness Policy Score Sheet

District:

Date of Review:

Section 6. Communication and Promotion	Rating
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CP79	Federal Requirement: Involve parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.	
CP80	Includes staff wellness programs specifically addressing the health of staff.	
CP81	Addresses consistency of nutrition communication.	
CP82	Encourages staff to be role models for healthy behaviors.	
CP83	Specifies who in the district is responsible for wellness/health communication beyond required policy implementation reporting.	
CP84	Specifies district using Centers for Disease Control and Prevention's (CDC) Coordinated School Health Program (CSHP) model or other coordinated/comprehensive method.	
CP85	Addresses methods to solicit or encourage input from stakeholder groups (e.g., two-way sharing).	
CP86	Specifies how district will engage parents or community to meet district wellness goals.	
CP87	Specifies what content/information district communicates to parents.	
CP88	Specifies marketing to promote healthy choices.	
CP89	Specifies restricting marketing of unhealthful choices.	
CP90	Establishes a health advisory committee or school health council that is ongoing beyond policy development.	

Subtotal for Section 6 Communication and Promotion	Comprehensiveness Score <i>Count the number of items rated as "1" or "2" and divide this number by 12. Multiply by 100. Do not count an item if it is rated as "0."</i>	
	Strength Score <i>Count the number of items rated as "2" and divide this number by 12. Multiply by 100.</i>	

Section 7. Evaluation	Rating
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E91	Federal Requirement: Establish a plan for measuring implementation of the local wellness policy, including designation of one or more persons within the local educational agency or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy.	
E92	Addresses a plan for policy implementation, including a person or group responsible (initial or ongoing).	
E93	Addresses a plan for policy evaluation, including a person/group responsible for tracking outcomes.	
E94	Addresses the audience and frequency of a report on compliance and/or evaluation.	
E95	Identifies funding support for wellness activities or policy evaluation.	
E96	Identifies a plan for revising the policy.	

Subtotal for Section 7 Evaluation	Comprehensiveness Score <i>Count the number of items rated as "1" or "2" and divide this number by 6. Multiply by 100. Do not count an item if it is rated as "0."</i>	
	Strength Score <i>Count the number of items rated as "2" and divide this number by 6. Multiply by 100.</i>	

Overall District Policy Score

Total Comprehensiveness Count the total <i>number of items</i> rated as either "1" or "2" in each of the seven sections above and divide this number by 96. Multiply the resulting number by 100 to get the overall district comprehensiveness score. <i>Do not count an item if it is rated as "0."</i>	District Score <div style="background-color: #ADD8E6; height: 40px; width: 100%;"></div>
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Total Strength Count the <i>number of items</i> rated as "2" in each of the seven sections above and divide this number by 96. Multiply the resulting number by 100 to get the overall district strength score.	District Score <div style="background-color: #ADD8E6; height: 40px; width: 100%;"></div>
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