



***Whole School, Whole Community, Whole Child School
Policy Assessment Tool***

Version 2.0

CODING GUIDE

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What is the WellSAT WSCC tool:

The WellSAT WSCC is an assessment tool to help districts identify strengths and areas for improvement in their policies in relation to the WSCC Model. WellSAT WSCC items reflect the federal law or best practices. For more information about the history of the tool, please reference the **WellSAT WSCC User Manual**.

The WellSAT WSCC tool includes 12 sections, one for each domain of the WSCC as well as one that addresses integration, implementation, communication, and evaluation of WSCC-related policies and one that addresses wellness promotion and marketing.

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Symbols used in the WellSAT WSCC

	<p>Items that are part of the latest federal regulation; also include direct quotes from the final rule in the scoring guidance</p>
	<p>Items that address the “Farm to School” components of education, school gardens, and procurement</p>
	<p>Items that address the CSPAP (Comprehensive School Physical Activity Plan) components of physical education, physical activity before and after school, physical activity during school, staff involvement, and family and community engagement</p>
	<p>Items or entire sections that are also included in the WellSAT 3.0 measure</p>



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How to score your policies:

Policy statements are rated “0,” “1,” or “2” - using the definitions below.

0	Not Mentioned	The item is not included in the text of the policy.
1	Weak Statement	<p>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 vague, unclear, or confusing. • Statements are listed as goals, aspirations, suggestions, or recommendations. • There are loopholes in the policy that weaken enforcement of the item. • The policy mentions a future plan to act without specifying when the plan will be established. <p>Words often used include: <i>may, can, could, should, might, encourage, suggest, urge, some, partial, make an effort, and try</i></p>
2	Meets Expectations	<p>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"> • Strong language is used to indicate that action or regulation is required, including: shall, will, must, have to, insist, require, all, total, responsibility, 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").

Users should always refer to the specific rating guidance for each item, which contains information about best practices and example policy language to assist the user and is included in this document.

For more detailed information on locating policies and other technical assistance, please refer to the **WellSAT WSCC User Manual**.



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The WellSAT WSCC ASSESSMENT TOOL



Federal Requirement



Farm to School



CSPAP



WellSAT 3.0 Item

Domain: Physical Activity



Physical Activity describes comprehensive strategies to facilitate student physical health, which includes both (a) engaging in planned and sequential teaching of the motor skills, knowledge, and behaviors needed for physical activity and fitness and (b) providing students with opportunity to be physically active throughout the day.

For a full description of Physical Education & Physical Activity as defined by the CDC, please see <https://www.cdc.gov/healthyschools/wscs/components.htm>

Districts may list national physical education standards, AAHPERD physical education standards, state physical education standards or National Association for Sport & Physical Education (NASPE) standards (note: NASPE is now known as SHAPE America yet standards are referenced in many school wellness documents). Only rate a "2" for items with reference to the above standards if district actually requires schools to follow all of the standards (either state or national). If above standards are suggested, or generic "standards-based" statement is made, rate as "1."

- [National physical education standards.](#)
- [Physical education standards by state.](#)

Suggested policy documents for review: district wellness policy



Note: This Physical Activity Section is the same as the Physical Education and Physical Activity (PEPA) section in the WellSAT 3.0.



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

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



PEPA2: The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	
0	Not mentioned
1	Vague and/or suggested Example: "The physical education curriculum should follow existing standards."
2	Required. School district requires the written physical education curriculum to be aligned with state and/or national physical education standards Example: "The physical education curriculum for grades K-12 will be aligned with established state physical education standards."

PEPA3: Physical education promotes a physically active lifestyle.	
0	Not mentioned
1	Any of the following: <ul style="list-style-type: none"> • Suggests that physical education promotes a physically active lifestyle • Suggests NASPE standards • Suggests that physical education programs focus on self-assessment Example: "Physical education programs should promote an active lifestyle"
2	Required. Any of the following: <ul style="list-style-type: none"> • Requires physical education to teach lifetime activities • Requires schools to follow NASPE standards • Focuses on self-assessment through a "Fitnessgram" or "Activity gram" Examples: "Schools will provide physical education that fosters lifelong habits of physical activity." "Physical education shall focus on personal fitness." "Shall provide all students physical education that teaches them the skills needed for lifelong physical fitness."

PEPA4: Addresses time per week of physical education instruction for all elementary school students. Use N/A if no elementary schools in district.	
0	Not mentioned
1	Vague and/or suggested OR requires less than 150 minutes/week of physical education. Examples: <ul style="list-style-type: none"> • "Elementary schools should provide 150 minutes per week of physical education instruction." • "All students in grades one through eight are required to complete an average of one hundred instructional minutes per week of physical education."
2	Required. School district requires 150 minutes/week of physical education instruction for all elementary school students through the entire school year Example: "All elementary school students shall receive 150 minutes per week of physical education instruction throughout the school year."



PEPA5: Addresses time per week of physical education instruction for all middle school students. Use N/A if no middle schools in district.	
0	Not mentioned
1	Vague and/or suggested OR requires less than 225 minutes/week of physical education Examples: <ul style="list-style-type: none"> "Middle schools should provide 225 minutes per week of physical education instruction." "All students in grades one through eight are required to complete an average of one hundred instructional minutes per week of physical education."
2	Required. Clear that school district requires 225 minutes/week of physical education instruction for all middle school students through the entire school year Example: "All middle school students shall receive 225 minutes per week of physical education instruction throughout the school year."

PEPA6: Addresses time per week of physical education instruction for all high school students. Use N/A if no high schools in district.	
0	Not mentioned
1	Vague and/or suggested OR requires less than 225 minutes/week of physical education Example: "High schools should provide 225 minutes per week of physical education instruction."
2	Required. Clear that school district requires 225 minutes/week of physical education instruction for all high school students through the entire school year. Example: "All high school students shall receive 225 minutes per week of physical education instruction throughout the school year."

PEPA7: Addresses qualifications for physical education teachers for grades K-12.	
0	Not mentioned
1	Vague and/or suggested Example: "Physical education should be taught by a licensed teacher."
2	Required Example: "Physical education for grades K-12 is required to be taught by a certified/licensed teacher who is endorsed to teach physical education."



PEPA8: Addresses providing physical education training for physical education teachers.	
0	Not mentioned
1	Vague and/or suggested Example: "All staff involved in physical education should be provided with opportunities for professional development."
2	Required. Clear that all physical education teachers are required to receive annual professional development specific to physical education/physical activity content Example: "The school district shall provide all physical education teachers with annual professional development opportunities that are focused on physical education/physical activity topics and competencies specifically for physical education teachers."

PEPA9: Addresses physical education exemption requirements for all students.	
An exemption is when students are permitted to not take PE because of enrollment in other courses such as math, science or vocational training. This does not include exemptions due to disability, religious or medical reasons.	
0	Not mentioned
1	Vague and/or suggested: School district discourages exemptions from PE due to taking other courses or training. Examples: "The school district discourages students from taking driver's education in place of required physical education." "Unless otherwise exempted, all students will be required to engage in the District's physical education program."
2	Required. Clear that school district prohibits students from being exempt from PE for other courses or vocational training Example: "Schools may not allow students to be exempt for required physical education class time or credit."

PEPA10: Addresses physical education substitution for all students.	
A substitution is when students are permitted to not take PE because they are engaged in another physical activity such as JORTC or other school sports.	
0	Not mentioned or allows exemptions Example: "JROTC may be substituted for the 1/2 credit of PE required to graduate from high school."
1	Vague and/or suggested: School district discourages exemptions from PE due to taking other courses or training Example: "The school district discourages students from substituting other school or community activities for physical education class time or credit in place of required physical education."
2	Required. Clear that school district prohibits students from being exempt from PE for other school or community activities for physical education class time or credit. Example: "There will be no substitutions allowed for the physical education time requirement."





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

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



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

0	Not mentioned
1	Vague and/or suggested Example: “Students should have the opportunity to be physically active before and after school.”
2	Required. Provision of physical activity classes, clubs, or interscholastic activities is required. Examples: <ul style="list-style-type: none"> • “Schools shall provide physical activity opportunities for all students before and after school in all elementary, middle and high schools.” • “Physical activity clubs and intramurals shall be available during before and after-school hours.”

PEPA13: Addresses recess for all elementary school students. Use N/A if no elementary schools in the district.

0	Not mentioned
1	Either of the following: <ul style="list-style-type: none"> • School district suggests that recess be provided for all elementary school students. • School district requires recess without including a required number of minutes each day. Example: “Schools should provide students with opportunities for play when weather permits.”
2	Required. Addresses at least 20 minutes of daily recess for all elementary school students Examples: <ul style="list-style-type: none"> • “Schools shall provide at least 20 minutes of active daily recess to all elementary school students.” • “All schools are required to schedule 20 minutes of recess daily for every class in the school master schedule.”





PEPA14: Addresses physical activity breaks during school.

0	Not mentioned
1	Vague and/or suggested: School district suggests physical activity breaks. Example: "Teachers should provide students with physical activity breaks."
2	Required. School district requires that all K-12 school students be provided with daily physical activity breaks during the school day. Examples: <ul style="list-style-type: none"> • "Each school shall provide at least one physical activity break for every 60 minutes of academic instruction daily." • "Schools must schedule a twenty minute mid-morning break each day to provide all students with physical activity opportunities."

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

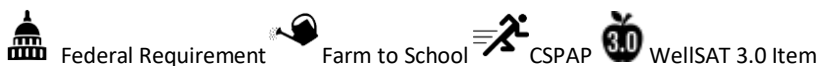
0	Not mentioned
1	Vague or suggested: District encourages schools to enter into joint-use agreements for community use of school facilities and school use of community facilities for physical activity programming Example: "Schools should develop joint-use agreements in order to provide physical activity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

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

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



The WellSAT WSCC ASSESSMENT TOOL



Domain: Nutrition Environment and Services



Nutrition Environment and Services includes facilitating healthy eating by providing appropriate food choices, education, and messages. The nutrition environment extends to all school places in which food and beverage access is available (e.g. cafeterias, vending machines, classrooms). School nutrition services provide meals that meet government nutrition standards and the school community supports a healthy nutrition environment.

For a full description of Nutrition Environment as defined by the CDC, please see <https://www.cdc.gov/healthyschools/wscs/components.htm>

Note: Items beginning with “NS” relate to food and beverages sold outside of the USDA school meal programs, which are called competitive foods. Competitive foods are also often referred to as "Smart Snacks in Schools." NS1-NS6 apply to foods and beverages sold during the school day. The school day is defined as the midnight before, to 30 minutes after the final bell.

Note: Items beginning with “SM” relate to food served as part of federal school meal programs (e.g. National School Lunch and School Breakfast Programs).

Suggested policy documents for review: district wellness policy



Note: This Nutrition Environment and Services Section is made up of the Nutrition Standards for Competitive and Other Foods and Beverages (NS) and Standards for USDA School Meals (SM) sections in the WellSAT 3.0.



NS1: Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages **sold** to students during the school day.

The school day begins at midnight the night before and goes until 30 minutes after the final bell.


Federal Rule language states that policies must contain "standards and nutrition guidelines for all foods and beverages sold to students during the school day on each participating school campus under the jurisdiction of the local educational agency."

0	Not mentioned
1	<p>Vague and/or suggested. Any of the following:</p> <ul style="list-style-type: none"> • Specifies meeting nutrition standards for competitive foods, but does not show: specific standards that document compliance OR specify USDA Smart Snacks OR specify federal requirements. • Lists some, but not all standards/ implies partial compliance • Requires Smart Snacks for foods or beverages, but not both. <p>Examples:</p> <ul style="list-style-type: none"> • "All foods sold to students outside of school meals shall meet district nutrition standards" (district nutrition standards do not meet Smart Snacks) • "All beverages sold must meet Smart Snack nutrition standards."
2	<p>All foods and beverages sold to students during the school day are required to meet or are in compliance with USDA Smart Snacks federal nutrition standards or specific standards are named that imply compliance.</p> <p>Examples:</p> <ul style="list-style-type: none"> • "The district is in compliance with all federal and state nutrition standards for all foods served in schools."



	<ul style="list-style-type: none"> "Guidelines from USDA's Final Rule: Nutrition Standards for All Food Sold in School standards apply to a la carte in the cafeteria, in-school stores, snack bars, vending machines, and any other venues where food or candy may be sold on school campuses during the school day, including fundraisers, beginning July 1, 2014"
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NS2: USDA Smart Snack standards are easily accessed in the policy.	
0	USDA Smart Snacks standards are not mentioned.
1	USDA Smart Snacks are mentioned without a link to the full regulation. Example: "The District will follow the Smart Snacks in School standards for all food and beverages sold to students on school campus during the school day." (No link or full description of standards are provided.)
2	The complete Smart Snack standards are included in the policy or an active web link is provided.

 NS3: Regulates food and beverages sold in a la carte.	
If a policy requires that "all food sold" or "all food and beverages made available" meet Smart Snacks standards, or competitive foods are not allowed to be sold, NS3 should be coded as a 2.	
0	Not mentioned or language such as "The district shall monitor all food and beverages sold or served to students, including those available outside of the federally regulated child nutrition programs". (i.e., a la carte, vending, student stores, rewards, fundraising, etc.)
1	Recommended/limited to either of the following: <ul style="list-style-type: none"> A la carte regulations or umbrella statement regulating "all (competitive) foods" is vague, suggested, time- or location-specific, subject to principal's discretion, or weakened by other exceptions A la carte nutrition standards are required, but do not meet the level of Smart Snacks Examples: <ul style="list-style-type: none"> "Food service shall strive to include some healthy choices (choices listed) for all a la carte food sales." "All foods and beverages sold must meet nutrition standards for fat, sugar, and calories. Only water, milk, and 100% juice may be sold." (Requirements don't meet Smart Snacks.)
2	Requires either Smart Snacks or competitive food and beverage sales are banned during the school day (or just within the a la carte lines) Examples: <ul style="list-style-type: none"> "It is the policy of the School District that all foods and beverages sold to students during the school day on any property under the jurisdiction of the district will meet the U.S. Department of Agriculture (USDA) school meal and Smart Snacks in School (Smart Snacks) nutrition standards." "All food items served or offered (for sale) to students during the school day (from the midnight prior, to 30 minutes after the end of the official school day) will meet all federal, state, and local standards for all nutrient and competitive food guidelines." "The sale of F&B is limited to F&B sold through the school meal program." "No competitive foods or beverages may be sold during the school day."





NS4: Regulates food and beverages sold in vending machines.

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

0	Not mentioned or language such as "The district shall monitor all food and beverages sold or served to students, including those available outside of the federally regulated child nutrition programs." (i.e., a la carte, vending, student stores, rewards, fundraising, etc.)
1	Recommended or limited to either of the following: <ul style="list-style-type: none"> Vending machine regulations or umbrella statement regulating "all (competitive) foods" is vague, suggested, time- or location- specific, subject to principal's discretion, or weakened by other exceptions Vending machine nutrition standards are required, but do not meet the level of Smart Snacks Examples: <ul style="list-style-type: none"> "Food service shall strive to include some healthy choices (choices listed) for all a la carte food sales." "All foods and beverages sold must meet nutrition standards for fat, sugar, and calories. Only water, milk, and 100% juice may be sold." (requirements don't meet Smart Snacks)
2	Requires either of the following: <ul style="list-style-type: none"> Smart Snacks Competitive food and beverage sales are banned during the school day (or just vending machines) Examples: <ul style="list-style-type: none"> "It is the policy of the School District that all foods and beverages sold to students during the school day on any property under the jurisdiction of the district will meet the U.S. Department of Agriculture (USDA) school meal and Smart Snacks in School (Smart Snacks) nutrition standards." "All food items served or offered (for sale) to students during the school day (from the midnight prior, to 30 minutes after the end of the official school day) will meet all federal, state, and local standards for all nutrient and competitive food guidelines." "All vending machines will be turned off during the school day." "No competitive foods or beverages may be sold during the school day."



NS5: Regulates food and beverages sold in school stores.

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

0	Not mentioned or language such as "The district shall monitor all food and beverages sold or served to students, including those available outside of the federally regulated child nutrition programs." (i.e., a la carte, vending, student stores, rewards, fundraising, etc.)
1	Recommended or limited to either of the following: <ul style="list-style-type: none"> School store regulations or umbrella statement regulating "all (competitive) foods" is vague, suggested, time- or location-specific, subject to principal's discretion, or weakened by other exceptions School store nutrition standards are required, but do not meet the level of Smart Snacks. Examples: <ul style="list-style-type: none"> "Food service shall strive to include some healthy choices (choices listed) for all a la carte food sales." "All foods and beverages sold must meet nutrition standards for fat, sugar, and calories. Only water, milk, and 100% juice may be sold." (requirements don't meet Smart Snacks)
2	Requires either of the following Smart Snacks or competitive food and beverage sales are banned during the school day (or just within school stores) Examples: <ul style="list-style-type: none"> "It is the policy of the School District that all foods and beverages sold to students during the school day on any property under the jurisdiction of the district will meet the U.S. Department of Agriculture (USDA) school meal and Smart Snacks in School (Smart Snacks) nutrition standards."



	<ul style="list-style-type: none"> • "All food items served or offered (for sale) to students during the school day (from the midnight prior, to 30 minutes after the end of the official school day) will meet all federal, state, and local standards for all nutrient and competitive food guidelines." • "This district does not allow for the operation of school stores until 30 minutes after the end of the school day." • "No competitive foods or beverages may be sold during the school day."
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NS6: Addresses fundraising with food to be consumed during the school day.

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

0	Not mentioned or language such as "The district shall monitor all food and beverages sold or served to students, including those available outside of the federally regulated child nutrition programs. (i.e., a la carte, vending, student stores, rewards, fundraising, etc.)"
1	<p>Recommended or limited to either of the following:</p> <ul style="list-style-type: none"> • Fundraiser regulations or umbrella statement regulating "all (competitive) foods" is vague, suggested, time- or location-specific, subject to principal's discretion, or weakened by other exceptions • Fundraiser nutrition standards are required, but do not meet the level of Smart Snacks. <p>Examples:</p> <ul style="list-style-type: none"> • "Food service shall strive to include some healthy choices (choices listed) for all fundraisers." • "All foods and beverages sold must meet nutrition standards for fat, sugar, and calories. Only water, milk, and 100% juice may be sold." (requirements don't meet Smart Snacks)
2	<p>Requires either Smart Snacks or competitive food and beverage sales are banned during the school day (or just fundraisers)</p> <p>Examples:</p> <ul style="list-style-type: none"> • "It is the policy of the School District that all foods and beverages sold to students during the school day on any property under the jurisdiction of the district will meet the U.S. Department of Agriculture (USDA) school meal and Smart Snacks in School (Smart Snacks) nutrition standards." • "All food items served or offered (for sale) to students during the school day (from the midnight prior, to 30 minutes after the end of the official school day) will meet all federal, state, and local standards for all nutrient and competitive food guidelines." • "There will be no food-related fundraisers held during the school day." • "No competitive foods or beverages may be sold during the school day."



NS7: Exemptions for infrequent school-sponsored fundraisers.

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


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

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

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

0	Not mentioned
1	Recommends or suggests high schools not sell foods and/or beverages with caffeine. Example: "High school principals are encouraged to limit the sale of beverages with caffeine to high school students (e.g. coffee from the school store)."
2	Either of the following: Prohibits the sale of foods and/or beverages containing caffeine (with the exception of trace amounts of naturally occurring caffeine) at all grade levels, during the school day; or requires high schools to follow the stricter Smart Snack beverage standards for middle schools. Examples: <ul style="list-style-type: none"> • "USDA Smart Snack standards for beverages sold in elementary and middle schools shall also be applied in high schools." • "Beverages containing caffeine will not be sold on the high school campus." • "Only water, milk, and 100% juice shall be sold to students during the school day."



 NS9: Regulates food and beverages **served** at class parties and other school celebrations in elementary schools.

Use N/A if no elementary schools in district.

Federal Rule language states that wellness policies must contain "standards for all foods and beverages provided, but not sold, to students during the school day on each participating school campus." This includes school parties and celebrations."

0	Not mentioned OR the foods and beverages served are specifically exempted from any district nutrition standards.
1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Regulations for class parties are required but weakened (e.g., by allowing one traditional party food.) • Provide a specific and restricted list of food items allowed to be served/distributed/available at class parties or at all times (e.g., limiting to fruits and whole grains). <p>Examples:</p> <ul style="list-style-type: none"> • "The district shall provide parents with a list of allowable party foods that meet the Smart Snack standards." • "The district will regulate all food and beverages served during classroom activities." • "Classroom parties, celebrations, etc. shall be limited to one snack and one beverage from a list of Smart Snack allowable items."
2	<p>No food is served during class celebrations.</p> <p>Examples:</p> <ul style="list-style-type: none"> • "Classroom celebrations will focus on activities, rather than food. No food will be served." • "Due to concerns about food safety and foot allergies, children will be recognized on their birthdays by being given special privileges, such as being line leader or teacher's helper for the day. No food will be brought into the classroom."

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

Use N/A if before/aftercare are not provided on school grounds

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




NS11: Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.	
0	Not mentioned
1	<p>Nutrition standards apply to extended day, but they are weaker than Smart Snack standards.</p> <p>Examples:</p> <ul style="list-style-type: none"> • "Only healthy snacks will be sold to children participating in on-site programs after school ends." • "Snacks sold to students during after school programs must be less than 200 calories and be low in sugar and sodium."
2	<p>Requires that foods sold during the extended school day meet or exceed Smart Snacks nutrition standards. Policy must either state that Smart Snacks or federal nutrition standards are used OR document compliance by providing a list of the nutrition standards.</p> <p>Examples:</p> <ul style="list-style-type: none"> • "Snacks sold to children participating in on-site programs after school ends will meet USDA Smart Snack nutrition standards." • "All snacks sold to students during after school programs will meet the same nutrition standards as foods sold during the school day."

NS12: Addresses food not being used as a reward.	
0	Not mentioned OR only allows healthy food to be used as a reward
1	<p>Discourages food as a reward.</p> <p>Examples:</p> <ul style="list-style-type: none"> • "...strongly discourage the use of food/beverages as a reward or punishment." • "...will encourage non-food alternatives as rewards." • "Food should not be used as a reward."
2	<p>Prohibits food as a reward. Prohibition of food as a reward with the exception of Individual(ized) Academic Plans (IAP) or Individual(ized) Education Plans (IEP) still qualifies for a rating of "2."</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 in any school is prohibited." • "Schools will not use food or beverages as rewards for academic, classroom, or sports performances."




NS13: Addresses availability of free drinking water throughout the school day.	
0	Not mentioned or only mentions water availability where meals are served.
1	Availability of free water is suggested or encouraged. Examples: <ul style="list-style-type: none"> • "Water should be accessible during hours of school operation through choices such as drinking fountains or vending machines." • "Schools are encouraged to provide drinking fountains throughout the school campus."
2	Free water is always available. Examples: <ul style="list-style-type: none"> • "Students and staff will have access to free, safe, and fresh drinking water throughout the school day." • "Drinking water fountains will be made available to students and staff throughout the school building." • "Students will be provided free access to drinking water throughout the school day." • "Students are allowed to bring in bottled water from home."

 SM1: Assures compliance with USDA nutrition standards for reimbursable school meals.	
<p>Federal Rule language states that local educational agencies must set "standards and nutrition guidelines for all food and beverages sold to students during the school day" that "are consistent with applicable requirements set forth under 210.10." Additionally, the WIC Reauthorization Act of 2004 states that all wellness policies must "provide an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture."</p>	
0	Not mentioned
1	Policy states that school meals will meet or are in compliance with USDA nutrition standards but does not link to or cite the nutrition standards Example: "...all foods sold/served on campus will meet USDA nutrition standards for school meals "
2	USDA standards are included in the policy or a working link to the USDA website is provided Example: "Meals served through the district's food services program shall comply with the National School Lunch and/or Breakfast standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 or 220.8, as applicable. (working links provided)"

SM2: Addresses access to the USDA School Breakfast Program.	
0	Not mentioned
1	Encourages or suggests participation in the School Breakfast Program or addresses breakfast without mentioning SBP by name Examples: <ul style="list-style-type: none"> • "The district shall make every effort to offer school breakfast." • "The district shall operate under USDA regulations for National School Lunch and/or Breakfast Programs."
2	Includes language to institutionalize the School Breakfast Program (e.g., specific reference to USDA, School Breakfast Program or CFR Part 220). Example: "All schools will provide breakfast through the USDA School Breakfast Program."



 SM3: District takes steps to protect the privacy of students who qualify for free or reduced priced meals.

The National School Lunch Act puts restrictions on how much information can be shared from participants. The United States Department of Agriculture states "school food authorities must assure that a child's eligibility status is not disclosed at any point in the process of providing free or reduced-price meals, including notification of the availability of free or reduced-price benefits, certification and notification of eligibility, provision of meals in the cafeteria, and the point of service."

Use N/A if district qualifies for community eligibility.

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

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

Use N/A if district serves universal meals under community eligibility.

0	Not mentioned OR students will be given an alternative meal until account is paid OR students will not be fed a school meal until account is paid.
1	Suggests that students with unpaid balances should be given a nutritious meal, with efforts to reduce stigma Example: "Schools should avoid stigmatizing students who are unable to pay for their meal."
2	Requires that students with unpaid balances are given the regular reimbursable meal and not stigmatized Examples: <ul style="list-style-type: none"> • "It is prohibited for students with unpaid balances to be shamed in any way, including by announcing their names, using hand stamps to identify them, making them use a different serving line, or sending home clearly marked notices that they have an unpaid balance." • "Schools must serve students a reimbursable meal, regardless of whether the student has money to pay or owes money." • "Schools will not throw away a student's meal because the student has an unpaid balance." • "Schools will reach out to the family of a child with an unpaid balance to assess whether the child is eligible for free or reduced price meals."




SM5: Specifies how families are provided information about determining eligibility for free/reduced priced meals.	
Use N/A if district qualifies for community eligibility.	
0	Not mentioned
1	Vague/suggested Example: "Parents should be informed that the application is available online and should be completed by..."
2	Clear procedure for providing information is in place Example: "Applications for free/reduced priced meals are sent home to all families at the beginning of the school year. The application is also available on the district website."


SM6: Specifies strategies to increase participation in school meal programs.	
0	Not mentioned
1	Mentions vague and/or suggested strategies Examples: <ul style="list-style-type: none"> • "School meals shall be made attractive to students by appealing to their taste preferences." • "To the extent possible, school and transportation schedules shall be designed to encourage participation in school meal programs."
2	Requires specific strategies, such as limiting access to competitive foods in the cafeteria, requiring that all high school students have a scheduled lunch period, prohibiting students from promotional mailings or events, use of Smarter Lunchroom strategies, altered bus schedules, student input on the menu, "Grab and Go" or Breakfast in the Classroom Examples: <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." • "Morning bus routes will be scheduled to allow students to arrive at school in time to eat breakfast." • "Tutoring, club or organizational meetings will not be scheduled during the lunch period unless students are allowed to purchase lunch to be consumed during meetings" • "The district shall use the USDA's Smarter Lunchroom tools and other resources available on the USDA website." • "The district discourages consumption of competitive foods in place of school meals by limiting competitive food choices during mealtimes in the cafeteria." • "Snack foods may not be purchased during meals."



SM7: Addresses the amount of “seat time” students have to eat school meals.	
0	Not mentioned
1	Vague and/or suggests a specific amount of time Examples: <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." • "Schools are required to provide all full day students a daily lunch period of not less than 20 minutes." (not clear how much of that time is "seat time")
2	Requires meal periods to include at least 10 minutes of "seat time" for breakfast (if offered) and at least 20 minutes of "seat time" for lunch Example: "After obtaining food, students will have at least 20 minutes to eat lunch."


 SM8: Free drinking water is available during meals.	
Federal Rule language states that schools "must make potable water available to children at no charge in the place where lunches are served during the meal service, consistent with amendments made by section 203 of the HHFKA, and in the cafeteria during breakfast meal service."	
0	Not mentioned
1	Drinking water is available, but accessibility is unclear Examples: <ul style="list-style-type: none"> • "Drinking water is available in the cafeteria upon request." • "Water should be available in the cafeteria."
2	Free drinking water is available for self-service in the cafeteria Examples: <ul style="list-style-type: none"> • "Water fountains or water filling stations are available in all cafeterias." • "Water jugs and cups will be present in the cafeteria and supervisory staff will allow students to access water throughout the meal period." • "Free water will be available in the cafeteria during meal times."



 SM9: Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.

Training requirements include: new and current directors: 12 hours; new and current managers: 10 hours; new and current staff: 6 hours. Requirement information available at: <https://www.gpo.gov/fdsys/pkg/FR-2015-03-02/pdf/2015-04234.pdf>.

0	Not mentioned
1	<p>Training suggested, but unclear if USDA requirement is met</p> <p>Examples:</p> <ul style="list-style-type: none"> • "All food service personnel will have adequate training in food service operations." • "All food service personnel shall receive pre-service training in food service operations."
2	<p>It is clear that USDA requirement for training and/or continuing education is being met.</p> <p>Examples:</p> <ul style="list-style-type: none"> • "The USDA Professional Standards for State and Local Nutrition Programs are followed to ensure that professional development in the area of food and nutrition is provided for food service directors, managers and staff. New and current food service directors must have at least 12 hours; new and current managers must have at least 10 hours; new and current staff must have at least 6 hours" • "All school nutrition program directors, managers and staff will meet hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs."

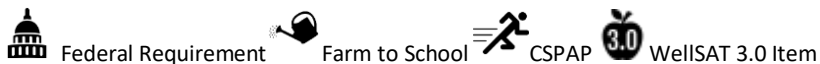
 SM10: Addresses purchasing local foods for the school meals program.

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

0	Not mentioned
1	<p>Mentions vague and/or suggested strategies</p> <p>Examples:</p> <ul style="list-style-type: none"> • "Schools are encouraged to make available locally grown produce available." • "Schools are encouraged to source fresh fruits and vegetables from local farmers where practicable."
2	<p>Local foods will be purchased and promoted</p> <p>Examples:</p> <ul style="list-style-type: none"> • "School meals will include fresh, locally-grown foods in school meals from farms engaged in sustainable practices whenever possible and these foods will be promoted in the cafeteria." • "Cafeteria will regularly provide taste tests for locally grown products."



The WellSAT WSCC ASSESSMENT TOOL



Domain: Health Education and Nutrition Education



Health Education and Nutrition Education includes planned learning experiences and opportunities to gain information and skills needed to make healthy decisions, achieving health literacy, and adopting healthy behaviors in self and others. Comprehensive and effective school health education extends appropriately across developmental periods and is based on identified needs and provided in a variety of ways – such as direct instruction, patient visits, and public service announcements. It addresses issues such as personal health, physical activity, nutrition, mental and emotional health, sexual health, violence prevention, tobacco use, and alcohol and drug use.

For a full description of Health Education as defined by the CDC, please see <https://www.cdc.gov/healthyschools/wscs/components.htm>

Suggested policy documents for review: curriculum and instruction, sexual health education, substance use prevention policies



Note: This section incorporates the Nutrition Education (NE) section from the WellSAT 3.0.

HE1: Addresses health education for students in district.


0	Not mentioned
1	Recommends health education for students Example: <ul style="list-style-type: none"> "The District recommends that wellness and nutritional education is included in curricula across grade levels and subject areas in a comprehensive and sequential manner."
2	Requires health education for students Example: <ul style="list-style-type: none"> "Health education instruction will be provided: a. For all students in grades Prekindergarten-8; and b. In grades 9-12 to enable students to meet the health education graduation requirement and for non-diploma-bound students."

HE2: Specifies that health education is provided by qualified, trained professionals.

0	Not mentioned
1	Recommends that health education is provided by qualified, trained professionals. Example: <ul style="list-style-type: none"> "All faculty charged with teaching the health academic standards shall be offered appropriate staff development opportunities to support robust knowledge of the material and skills for teaching the subject."
2	Requires that health education is provided by qualified, trained professionals. Example: <ul style="list-style-type: none"> "Health Education shall be taught by state-certified health education teachers."



HE3: Includes topics for health education that are designed to promote student wellness in a manner that the local education agency determines is appropriate and aligned with state requirements.	
0	Not mentioned
1	Recommends topics for health education Example: <ul style="list-style-type: none"> "The Board supports a program of family living, sex education, and personal safety at each grade level."
2	Requires topics for health education Example: <ul style="list-style-type: none"> "Goals for the district's health education program shall be designed to promote student wellness and shall be developed in accordance with Board policy. Such goals shall include, but not be limited to, goals for nutrition education and physical activity."

 HE4: Addresses alignment between health education curriculum goals and the needs of students in the community with the goal of reducing health inequity.	
0	Not mentioned
1	Recommends that health education curriculum goals align with the needs of community with the goal of reducing health inequity Example: <ul style="list-style-type: none"> "The Board intends for health education to be part of a coordinated school health system that links district, school and community programs and services to promote the health and well-being of students."
2	Requires that health education curriculum goals align with the needs of the community with the goal of reducing health inequity Examples: <ul style="list-style-type: none"> "Curriculum development by the certificated staff shall be guided by such factors as actual studies and information concerning the needs of students in this school district." "The curriculum shall provide for the diversified needs of students (social, economic, cultural, emotional) as well as the varied needs of the community."



HE5: Addresses opportunities for interdisciplinary connections and practicing health-related skills outside of health education classes.	
0	Not mentioned
1	Recommends opportunities for interdisciplinary connections for health education Example: <ul style="list-style-type: none"> " All teaching staff are encouraged to include health standards into their specific content area when possible."
2	Requires opportunities for interdisciplinary connections for health education Example: <ul style="list-style-type: none"> "Each school principal shall... Maximize classroom time by integrating health education into lesson plans of other school subjects including math, science, language arts, physical education, and social sciences... Provide students with consistent health education messages through multiple channels in addition to classroom instruction including health fairs, field trips, after school programming, and assemblies."



HE6: Addresses National Health Education Standards (NHES) .	
0	Not mentioned
1	Recommends that health education meet National Health Education Standards (NHES) Example: <ul style="list-style-type: none"> "The State Department of Education recommends that districts utilize the National Health Education Standards (NHES)."
2	Requires that health education meet National Health Education Standards (NHES) Example: <ul style="list-style-type: none"> "Each school Principal shall select curriculum that aligns with the National Health Education Standards and the CPS Health Education Scope and Sequence."

HE7: Incorporates the CDC's characteristics of an effective health education curriculum .	
0	Not mentioned
1	Recommends that health education curriculum include the CDC's characteristics of an effective health education curriculum Examples: <ul style="list-style-type: none"> "The health education curriculum should include the CDC's characteristics of an effective health education curriculum."
2	Requires that that health education curriculum include the CDC's characteristics of an effective health education curriculum Example: <ul style="list-style-type: none"> "Health education at all levels of the district's curriculum shall incorporate the CDC's characteristics of an effective health education curriculum."

HE8: Specifies that health education curriculum will be evaluated and revised.	
0	Not mentioned
1	Recommends that health education curriculum will be evaluated and revised Example: <ul style="list-style-type: none"> "The District recommends that the health education programs in schools are continually monitored and evaluated by the Coordinator of Health Education and staff."
2	Requires that health education curriculum will be evaluated and revised Example: <ul style="list-style-type: none"> "The Superintendent will develop a process for the regular review and evaluation of the District's health education program."

 The following items are the same as the Nutrition Education (NE) section from the WellSAT 3.0	
NE1: Includes goals for nutrition education that are designed to promote student wellness.	
 Federal Rule language states that policies must include " specific goals for nutrition promotion and education , physical activity, and other school-based activities that promote student wellness."	
0	Either no goals for nutrition education are mentioned or policy clearly detracts from requirement
1	Any of the following: <ul style="list-style-type: none"> Nutrition education goal is implied Policy only repeats the language of the federal wellness requirement regarding nutrition education Policy only mentions "total learning environment" language and no other NE-related language included



	<p>Examples:</p> <ul style="list-style-type: none"> • "The district is committed to nutrition education" • "Includes goals for nutrition education...designed to promote student wellness in a manner that the local education agency deems is appropriate" (and no other NE goals are stated) • "Enable students, through a comprehensive curriculum, to acquire the knowledge and skills necessary to make healthy lifestyle choices."
2	<p>Clear that there are specific goals for nutrition education.</p> <p>Example: "Nutrition lessons are integrated into the curriculum and the health education program."</p>

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

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

NE3: All elementary school students receive sequential and comprehensive nutrition education.

Use N/A if district does not have elementary schools.

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



NE4: All middle school students receive sequential and comprehensive nutrition education.	
Use N/A if district does not have middle schools.	
0	Not mentioned
1	Suggested. It is unclear if all middle school students will receive nutrition education Example: "Nutrition lessons will be designed for integration into the curriculum and the health education program."
2	Required. It is clear that all middle school students will receive sequential and comprehensive nutrition education Example: "Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level (K-12)."

NE5: All high school students receive sequential and comprehensive nutrition education.	
Use N/A if district does not have high schools.	
0	Not mentioned
1	Suggested. It is unclear if all high school students will receive nutrition education Example: "Nutrition lessons will be designed for integration into the curriculum and the health education program."
2	Required. It is clear that all high school students will receive sequential and comprehensive nutrition education Example: "Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level (K-12)."

NE6: Nutrition education is integrated into other subjects beyond health education.	
0	Not mentioned
1	Vague and/or suggested Examples: <ul style="list-style-type: none"> • "...will encourage teachers to integrate nutrition education into the broader curriculum." • "Staff shall teach, encourage, and support healthy eating by students by providing nutrition education and engaging in nutrition promotion for all grade levels throughout the school day in a number of different instructional settings. Instruction shall be integrated and include information about nutrition, exercise, and/or healthy choices that..." • "Instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate."
2	Requires that nutrition education be integrated into other subjects. Examples: <ul style="list-style-type: none"> • "Nutrition education will be integrated into mathematics classes." • "Nutrition education will be integrated into the broader curriculum, where appropriate." • "Nutrition education is integrated into cooking lessons."





NE7: Links nutrition education with the food environment.

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



NE8: Nutrition education addresses agriculture and the food system.

0	Not mentioned
1	Vague and/or suggested Example: "School gardens and nutrition instruction are encouraged as part of the academic curriculum."
2	Statement that students will receive education about agriculture and the food system through specific activities Examples: <ul style="list-style-type: none"> • "Each school will establish a garden club." • "The nutrition education curriculum will use the school garden as a teaching tool." • "Field trips: Children will have an opportunity to visit local farms where produce is purchased for school meals."



The WellSAT WSCC ASSESSMENT TOOL



Federal Requirement



Farm to School



CSPAP



WellSAT 3.0 Item

Domain: Social & Emotional Climate



Social and Emotional School Climate is promotion of a safe and supportive learning environment through attention to social and emotional development and psychosocial aspects of the learning experience. A positive social and emotional school climate fosters student engagement in activities; relationships with peers and adults that are respectful, trusting, and caring; and successful learning.

For a full description of Social & Emotional Climate as defined by the CDC, please see <https://www.cdc.gov/healthyschools/wsc/components.htm>

Suggested policy documents for review: bullying policy, student discipline policy, student code of conduct

SEC1 Addresses participation in school climate surveys.

0	Not mentioned
1	Recommends participation in school climate surveys Examples: <ul style="list-style-type: none"> "Stakeholders within the district should regularly participate in school climate surveys"
2	Requires participation in school climate surveys Examples: <ul style="list-style-type: none"> "Each school within the district will be required at least biannually to complete a school climate assessment that will be submitted to the state department of education"

SEC2 Addresses sharing aggregate results of school climate surveys with stakeholders (e.g., families, community members, staff, state and/or district leadership).

0	Not mentioned
1	Recommends that results of school climate survey data be shared Examples: <ul style="list-style-type: none"> "After completing school climate surveys, administrators are advised to share with relevant stakeholders"
2	Requires that results of school climate survey data be shared Examples: <ul style="list-style-type: none"> "Results of school climate assessments and surveys are required to be shared with staff and posted on the district website for family and community access"



SEC3 Addresses promoting positive relationships between students and employees.	
0	Not mentioned
1	<p>Recommends promotion of positive relationships between students and staff</p> <p>Examples:</p> <ul style="list-style-type: none"> • "The Board believes that a responsible, respectful and safe environment along with achievement and success are strengthened when... School staff build positive relationships with students, actively engaged in each student's learning, and hold students to high expectations" • "School climate" means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
2	<p>Requires promotion of positive relationships between students and staff</p> <p>Example:</p> <ul style="list-style-type: none"> • "Each school shall provide a safe and supportive learning environment that fosters student engagement and the development of student connections with faculty, staff and peers."

SEC4 Identifies school-wide approaches to prevent and address harassment, bullying, and cyberbullying.	
0	Not mentioned
1	<p>Recommends that schools develop approaches for preventing and responding to bullying and harassment</p> <p>Example:</p> <ul style="list-style-type: none"> • "Each school in the district should develop a bullying and harassment prevention and intervention plan."
2	<p>Requires that schools develop approaches for preventing and responding to bullying and harassment</p> <p>Examples:</p> <ul style="list-style-type: none"> • "The Superintendent and/or his/her designee shall oversee the development of a bullying prevention and intervention plan, in consultation with all district stakeholders... " • "The District's program requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying and teen dating violence in its schools"

SEC5 Addresses diversity and inclusion to promote engagement of all students in school activities.	
0	Not mentioned
1	<p>Recommends promotion of diversity and inclusion to engage all students</p> <p>Example:</p> <ul style="list-style-type: none"> • "All administrators should be exposed to professional growth opportunities and educational practices that address ways to foster intellectual achievement, excellence, diversity, and equity in the school community."
2	<p>Requires promotion of diversity and inclusion to engage all students</p> <p>Example:</p> <ul style="list-style-type: none"> • "The district will always consider the diversity of the student population (i.e. economic, religious, racial, cultural, and medical status) to ensure that each child's needs are met."



SEC6 Addresses reviewing and responding to school climate data (e.g., bullying reports, discipline data, or other related data sources).	
0	Not mentioned
1	<p>Recommends that schools review climate data</p> <p>Example:</p> <ul style="list-style-type: none"> "Every district school should have a School Climate committee. School discipline and attendance data should be provided to the committee on a quarterly basis."
2	<p>Requires that schools review climate data</p> <p>Example:</p> <ul style="list-style-type: none"> "The school climate committee will meet monthly to discuss the number of referrals of bullying to the Safe School Climate Specialist, the outcome of investigations of those referrals, trends revealed from the referrals, and strategies to ensure the safety of our students."

SEC7 Addresses use of positive behavior support practices.	
0	Not mentioned
1	<p>Recommends use of positive behavioral support practices</p> <p>Example:</p> <ul style="list-style-type: none"> "Schools may choose to adopt proven school-wide positive and preventive approaches, such as Massachusetts Tiered System of Support (MTSS) and Restorative Practices"
2	<p>Requires use of positive behavioral support practices</p> <p>Example:</p> <ul style="list-style-type: none"> "Each school will... encourage positive behavior management techniques and supports for staff and parents" "District schools will implement Positive Behavior Interventions and Supports (PBIS) school-wide"

SEC8 Addresses minimization of exclusionary disciplinary practices (e.g., suspension and expulsion).	
0	Not mentioned
1	<p>Recommends minimization of use of exclusionary disciplinary practices</p> <p>Examples:</p> <ul style="list-style-type: none"> "Any supports that are adopted should build upon students' strengths promote success in school, maximize the time spent in the classroom and minimize suspensions, expulsions, and other removals for students with behavioral health challenges"
2	<p>Requires minimization of use of exclusionary disciplinary practices</p> <p>Example:</p> <ul style="list-style-type: none"> "Every reasonable effort will be made to keep students within the schools' sphere of influence, using suspension and/or expulsion only as a last resort"

SEC9 Addresses social emotional learning (SEL).	
0	Not mentioned
1	<p>Recommends SEL implementation</p> <p>Example:</p> <ul style="list-style-type: none"> "Schools may utilize culturally competent school-based curricula focusing on social-emotional learning, self-awareness and self-regulation."
2	<p>Requires SEL implementation</p> <p>Example:</p> <ul style="list-style-type: none"> "Social skills are to be reinforced, extended, and applied to age-appropriate situations at each grade level"



SEC10 Connects social emotional learning standards (SEL) and academic standards.	
0	Not mentioned
1	<p>Recommends integration of SEL and academics</p> <p>Example:</p> <ul style="list-style-type: none"> • "In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially- appropriate behavior."
2	<p>Requires integration of SEL and academics</p> <p>Example:</p> <ul style="list-style-type: none"> • "SEL programming will be tied to work in standards-based instruction, prevention, education, character education, global education, and service learning."



The WellSAT WSCC ASSESSMENT TOOL



Federal Requirement



Farm to School



CSPAP



WellSAT 3.0 Item

Domain: Safe Environment



Safe Environment is derived from the Physical Environment domain of the WSCC model. Safe Environment focuses on the physical school building, the land on which it is located, and the areas surrounding it. A healthy school environment attends to physical conditions during normal operation as well as renovation, and addresses factors such as ventilation, pollution, lighting, noise, and temperature – as well as protecting students from physical threats and injuries, such as traffic, crime, hazardous materials, and pollution.

For a full description of Safe Environment as defined by the CDC, please see

<https://www.cdc.gov/healthyschools/wscs/components.htm>

Suggested policy documents for review: cleaning policy, green cleaning policy, school safety, emergency preparedness policies, construction/remodeling policies, pesticide/hazardous material policy

SE1 Identifies regular cleaning and maintenance practices for district buildings.

0	Not mentioned
1	<p>Recommends that regular cleaning and maintenance occur</p> <p>Example:</p> <ul style="list-style-type: none"> "Each building should engage in regular cleaning practices to ensure a safe and clean school environment."
2	<p>Requires that regular cleaning and maintenance occur</p> <p>Example:</p> <ul style="list-style-type: none"> "The Board of Education shall provide for clean, healthy and safe facilities... Building administrators have the responsibility for maintaining a safe and healthful environment. All unsafe conditions should be immediately addressed and corrected by the custodial and maintenance staff."

SE2 Addresses prevention and safe removal (if applicable) of mold and moisture in district buildings.

0	Not mentioned
1	<p>Recommends monitoring and removal of mold and moisture in district buildings</p> <p>Example:</p> <ul style="list-style-type: none"> "The Board of Education shall provide for a uniform inspection and evaluation program of indoor air quality within such buildings, such as the Environmental Protection Agency's Indoor Air Quality for Schools Program. The inspection and evaluation program shall include, but not be limited to, a review, inspection or evaluation of the following... potential for exposure to microbiological airborne particles, including fungi, mold, and bacteria."
2	<p>Requires monitoring and removal of mold and moisture in district buildings</p> <p>Example:</p> <ul style="list-style-type: none"> "The district shall develop and implement a preventive maintenance and monitoring plan for its facilities and systems, including HVAC, building envelope, and moisture management."



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SE3 Addresses minimization of student and staff exposure to toxins (e.g., vehicle exhaust, mold, air pollution, pesticides, cleaning products).	
0	Not mentioned
1	<p>Recommends minimization of student and staff exposure to toxins</p> <p>Example:</p> <ul style="list-style-type: none"> "There should be no application of pesticides or other hazardous materials during school hours, except on an emergency basis."
2	<p>Requires minimization of student and staff exposure to toxins</p> <p>Example:</p> <ul style="list-style-type: none"> "Hazardous materials include any substance or mixture of substances posing fire, explosive, reactive, or health hazards including a number of science laboratory chemicals and supplies, common school cleaning materials, spray oven cleaners, cleaning solvents, photo chemicals, soldering flux, some ceramic glazes, oils, and gasoline. The Superintendent of Schools will develop regulations to minimize the use of these materials in the schools. This includes substituting, when possible, non-hazardous materials for hazardous materials and minimizing amounts of hazardous material used and stored in the schools."

SE4 Specifies a system for monitoring and addressing air quality and ventilation for district buildings and grounds.	
0	Not mentioned
1	<p>Recommends monitoring of air quality in district buildings</p> <p>Example:</p> <ul style="list-style-type: none"> "The Board of Education may establish an Indoor Air Quality Committee for each school district or facility to increase staff and student awareness of the environment that affects the health of the occupants of school facilities, including, but not limited to, air quality, water quality and the presence of radon."
2	<p>Requires monitoring of air quality in district buildings</p> <p>Examples:</p> <ul style="list-style-type: none"> "The department of physical facilities will establish and implement an Indoor Air Quality Program (IAQP). Each school shall implement the IAQP by appointing a staff member to serve as the school's IAQP coordinator" "Procedures for maintenance of school facilities will be developed to ensure indoor air quality and a prevention program for the ongoing protection of indoor air quality in all of its facilities per State Statutes."

SE5 Specifies system for monitoring and addressing water quality in district buildings.	
0	Not mentioned
1	<p>Recommends monitoring of water quality in district buildings</p> <p>Example:</p> <ul style="list-style-type: none"> "The Board of Education may establish an Indoor Air Quality Committee for each school district or facility to increase staff and student awareness of the environment that affects the health of the occupants of school facilities, including, but not limited to, air quality, water quality, and the presence of radon."
2	<p>Requires monitoring of water quality in district buildings</p> <p>Example:</p> <ul style="list-style-type: none"> "The inspection and evaluation program shall include, but not be limited to, a review, inspection or evaluation of the following... Radon levels in the air and water"



SE6 Specifies an integrated pest management plan.	
0	Not mentioned
1	<p>Recommends that school environmental health programming include pest management components</p> <p>Example:</p> <ul style="list-style-type: none"> "Where necessary to implement an Integrated Pest Management Plan, provide for curriculum required science, art and craft materials and to otherwise maintain, repair or operate school facilities, the use of hazardous materials should be in compliance with the Federal OSHA Regulations and applicable State Statutes."
2	<p>Requires that school environmental health programming include pest management components</p> <p>Example:</p> <ul style="list-style-type: none"> "The Superintendent shall promulgate Integrated Pest Management procedures (IPM) to manage structural and landscape pests and the toxic chemicals for their control in order to alleviate pest problems with the least possible hazard to employees, students, other people, property, and the environment..."

SE7 Addresses district buildings' physical condition such as lighting, noise, and temperature during normal operating hours and construction.	
0	Not mentioned
1	<p>Recommends monitoring of physical conditions such as lighting, noise, and temperature</p> <p>Example:</p> <ul style="list-style-type: none"> "The Board of Education recognizes that the maintenance of acceptable temperature, relative humidity and adequate fresh air ventilation in school buildings is a primary objective in the creation and maintenance of an optimal learning environment."
2	<p>Requires monitoring of physical conditions such as lighting, noise, and temperature</p> <p>Example:</p> <ul style="list-style-type: none"> "An effective educational program requires clean, healthful, safe, businesslike and attractive physical facilities. The maintenance and custodial staff is charged with the responsibility of caring for and protecting these facilities."

SE8 Addresses student and employee involvement in maintaining the school physical environment (e.g., graffiti, littering, recycling).	
0	Not mentioned
1	<p>Recommends student and employee involvement in maintaining the school physical environment</p> <p>Example:</p> <ul style="list-style-type: none"> "An effective educational program requires clean, healthful, safe, businesslike and attractive physical facilities. The maintenance and custodial staff is charged with the responsibility of caring for and protecting these facilities. In order to carry out an efficient maintenance program, the custodians need the cooperation of the students, the teachers and administrators."
2	<p>Requires student and employee involvement in maintaining the school physical environment</p> <p>Example:</p> <ul style="list-style-type: none"> "An effective educational program requires clean, healthful, safe, businesslike and attractive physical facilities. The maintenance and custodial staff is charged with the responsibility of caring for and protecting these facilities. In order to carry out an efficient maintenance program, the custodians must receive the cooperation of the students, the teachers and administrators."



SE9 Addresses maintenance of facilities and compliance to safety standards.	
0	Not mentioned
1	<p>Recommends regular maintenance of facilities and equipment</p> <p>Example:</p> <ul style="list-style-type: none"> • "Schools are advised to develop maintenance plans for classrooms and school grounds."
2	<p>Requires regular maintenance of facilities and equipment</p> <p>Examples:</p> <ul style="list-style-type: none"> • "The district will comply with all regulations and standards for safety inspections of facilities and equipment " • "Schools/District shall develop maintenance plans for all classrooms, buildings, school grounds, gymnasiums, playgrounds, sports-related equipment, and buses and other vehicles used to transport students."

SE10 Specifies physical safety measures (e.g., double entry access, surveillance, locked doors and windows) and/or procedures in district buildings and grounds (e.g., active supervision of hallways, check in check out systems for visitors, safe transport).	
0	Not mentioned
1	<p>Recommends use of physical safety measures or procedures in district buildings</p> <p>Example:</p> <ul style="list-style-type: none"> • "Security means more than having locks and being sure that they are locked at the proper time. Security also means: a. minimizing fire hazards, b. reducing the probability of faulty equipment, c. guarding against the chance of electrical shock, d. keeping records and funds in a safe place, e. protection against vandalism and burglary"
2	<p>Requires use of physical safety measures or procedures in district buildings</p> <p>Example:</p> <ul style="list-style-type: none"> • "Each building administrator shall be responsible for the supervision of a safety program for his/her school and the Chief Operating Officer shall have overall responsibility for the safety program of the district. General areas of emphasis shall include, but not be limited to: in-service training; accident record-keeping; plant inspection; driver and vehicle safety programs; fire prevention; school site selection; and emergency procedures and traffic safety problems relevant to students, employees and the community."

SE11 Addresses the establishment on an ongoing school safety team.	
0	Not mentioned
1	<p>Recommends establishment of school safety teams</p> <p>Example:</p> <ul style="list-style-type: none"> • "Each school may establish a school security and safety committee... The committee is responsible for administering the plan... The school security and safety committee should include in its membership a local police officer, a local first responder, a teacher, a building administrator, a mental health professional, and a parent or guardian of a student..."
2	<p>Requires establishment of school safety teams</p> <p>Example:</p> <ul style="list-style-type: none"> • "In cases of site or building specific crisis, the, Principal shall create a Crisis Response Team that shall include such individuals as the school psychologist, guidance counselor, social worker, faculty members, school nurse and/or school physician, specialized personnel from the counseling center, and others who can contribute to a determination of what specific actions and follow-up will occur."

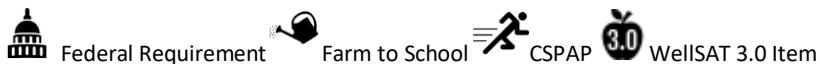


SE12 Specifies a crisis preparedness and response plan.	
0	Not mentioned
1	<p>Recommends development of crisis preparedness plans</p> <p>Example:</p> <ul style="list-style-type: none"> " District schools may create, distribute and regularly update a Crisis Management plan which will include emergency action plans for a variety of situations ranging from weather to security to biohazard emergencies per State Statute "
2	<p>Requires development of crisis preparedness plans</p> <p>Example:</p> <ul style="list-style-type: none"> "Annually the Board shall develop, maintain and implement an emergency disaster preparedness and response plan ("School Security and Safety Plan") and administrative procedures which detail provisions for responding to emergency situations and disasters and the role that local emergency service providers shall play in crisis preparedness and incident management, and which shall be included in the District's comprehensive school safety plan."

SE13 Addresses training for school resource officers in district buildings (if applicable).	
0	Not mentioned
1	<p>Recommends training for SROs</p> <p>Example:</p> <ul style="list-style-type: none"> "Administrators may Include school resource officers and other security staff In school-wide trainings on behavior and discipline practices"
2	<p>Requires training for SROs</p> <p>Example:</p> <ul style="list-style-type: none"> "At the beginning of each school year or at time of hire, administrators must provide training for school resource officers and other security staff on managing student behavior and positive behavioral approaches"



The WellSAT WSCC ASSESSMENT TOOL



Domain: Health Services



School health services staff and facilities are typically available to help all students with preventive care such as vision and hearing screening, as well as dealing with immediate injuries and first aid. In addition, school health services staff play a large role in the management of student chronic health conditions, including coordinating care and communicating with the student’s family and other health care providers.

For a full description of Health Services as defined by the CDC, please see <https://www.cdc.gov/healthyschools/wsc/components.htm>

Suggested policy documents for review: health services, responding to communicable disease, allergy management, overdose prevention, chronic disease management policies

HS1: Addresses presence of qualified health service providers in district schools.

0	Not mentioned
1	<p>Recommends presence of health service providers</p> <p>Example:</p> <ul style="list-style-type: none"> "The Superintendent or his or her designee shall be responsible for the selection, employment and assignment of all health service personnel. Such personnel should be fully licensed to practice in the State."
2	<p>Requires presence of health service providers</p> <p>Example:</p> <ul style="list-style-type: none"> "A registered nurse will be assigned full time to each district school and implement the health services program."

HS2: Addresses community-based service coordination and communication with providers to meet student health needs.

0	Not mentioned
1	<p>Recommends community-based service coordination to respond to student health needs</p> <p>Example:</p> <ul style="list-style-type: none"> "Licensed School Nurses may refer students/families to a source of health care in the community."
2	<p>Requires community-based service coordination to respond to student health needs</p> <p>Example:</p> <ul style="list-style-type: none"> "The school nurse will function as the liaison with the student’s physician."



HS3: Addresses alignment of health services with the health needs of students in the community.	
0	Not mentioned
1	<p>Recommends alignment of health services with the health needs of the community</p> <p>Examples:</p> <ul style="list-style-type: none"> "A health needs assessment may be conducted by communicating with representatives of the school and community through surveys, face-to-face interviews, and focus groups and/or by reviewing health statistics and student data from state and local sources."
2	<p>Requires alignment of health services with the health needs of the community</p> <p>Examples:</p> <ul style="list-style-type: none"> "This school district shall establish health programs and practices that reflect the specific needs of students and their families"

HS4: Addresses engagement of and communication with families to address individual student health needs.	
0	Not mentioned
1	<p>Recommends family engagement related to student health needs</p> <p>Example:</p> <ul style="list-style-type: none"> "The district encourages communication and involvement with family regarding health services."
2	<p>Requires family engagement related to student health needs</p> <p>Example:</p> <ul style="list-style-type: none"> "School health efforts shall be directed toward detection and prevention of health problems and to emergency treatment, including counseling students, parents, and others concerning the findings of health examinations."

HS5: Specifies opportunities for dissemination of health information resources to students and families (e.g., pamphlets, flyers, posters).	
0	Not mentioned
1	<p>Recommends opportunities for dissemination of health information resources to students and families</p> <p>Examples:</p> <ul style="list-style-type: none"> "Schools are encouraged to use a variety of engagement strategies that may include: Sending home nutrition education materials, cafeteria menus, and ideas for physical activity; Providing nutrition education and physical education homework activities that students can do with their families; Offering nutrition education workshops..."
2	<p>Requires opportunities for dissemination of health information resources to students and families</p> <p>Examples:</p> <ul style="list-style-type: none"> "The responsibilities of the school nurse include providing direct health education and health counseling to assist students and families in making decisions on health and life styles that affect health."

HS6: Addresses student physical health screenings (e.g., vision, hearing).	
0	Not mentioned
1	<p>Recommends student physical health screenings</p> <p>Examples:</p> <ul style="list-style-type: none"> "The District may provide physical health screenings as District and community resources permit."
2	<p>Requires student physical health screenings</p> <p>Examples:</p> <ul style="list-style-type: none"> "The school nurse shall coordinate screening programs to identify health conditions that impact learning."



HS7: Addresses assessment and planning for chronic disease management to meet individual student needs (e.g., asthma, diabetes, etc.).	
Policy language only related to the provision of medication for emergency purposes should not count for this item	
0	Not mentioned
1	Recommends assessment and planning for chronic disease management to meet individual student needs Examples: <ul style="list-style-type: none"> "Goals: To protect the safety and maintain the health of children who have specialized health care needs (including chronic disease or disorder) through the use of Individualized Health Care Plans (IHCP) that are developmentally appropriate."
2	Requires assessment and planning for chronic disease management to meet individual student needs Examples: <ul style="list-style-type: none"> "If the district determines that a child has a life-threatening food allergy or glycogen storage disease, the district shall develop an individualized health care plan (IHCP) for the child."

HS8: Addresses management of allergies in the school environment.	
0	Not mentioned
1	Recommends management of allergies in the school environment Examples: <ul style="list-style-type: none"> "The Board supports the education of school personnel, students, and parents regarding food allergy management to maintain a safe school environment for allergic children."
2	Requires management of allergies in the school environment Examples: <ul style="list-style-type: none"> "The school nurse, in consultation with the student, parent/guardian and/or physician for the student, shall develop an Individualized Health Care Plan for the student. This plan will establish, among other things, strategies for food allergy avoidance by the student and emergency care in the case of an allergic reaction."

HS9: Addresses provision of acute and emergency care.	
0	Not mentioned
1	Recommends provision of acute and emergency care Examples: <ul style="list-style-type: none"> "School health services intervene with actual and potential health problems, including providing first aid."
2	Requires provision of acute and emergency care Examples: <ul style="list-style-type: none"> "Each school will ensure that at least one staff member, in addition to the school nurse, is trained in CPR and first aid."



HS10: Specifies a health services plan for response to student sexual risk behavior (e.g. HIV/STD, pregnancy).	
0	Not mentioned
1	<p>Recommends a health services plan for response to student sexual risk behavior</p> <p>Examples:</p> <ul style="list-style-type: none"> "The Health Department in collaboration with the District may make available reproductive and preventative health information: including contraception, counseling and testing for sexually active youth."
2	<p>Requires a health services plan for response to student sexual risk behavior</p> <p>Examples:</p> <ul style="list-style-type: none"> "School-based health care removes the health obstacles to learning by... enacting practices and systems to ensure that all students have access to key resources and services that are developmentally appropriate and support sexual and reproductive health in a safe and supportive environment. BPS High Schools shall provide access to condoms, with appropriate health education and counseling services, for students. Condoms will be accessible from community health service partners, the Boston Public Health Commission (BPHC) or, when neither community health service partners nor BPHC staff are available, from appropriate school staff."

HS11: Specifies a health services plan for response to student substance use (e.g., tobacco, alcohol, illicit substances).	
0	Not mentioned
1	<p>Recommends a health services plan for response to student substance use</p> <p>Example:</p> <ul style="list-style-type: none"> "If student's condition or behavior creates an emergency situation which may be due to drug or alcohol activity, the actions toward the student should be channeled through the school nurse under the direction of the principal."
2	<p>Requires a health services plan for response to student substance use</p> <p>Example:</p> <ul style="list-style-type: none"> "The School Medical Advisor shall provide and annually renew a standing order for the administration of Naloxone to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose on school grounds or at a school-sponsored activity."



The WellSAT WSCC ASSESSMENT TOOL



Federal Requirement



Farm to School



CSPAP



WellSAT 3.0 Item

Domain: Behavioral Supports



Behavioral Supports (derived from the Counseling, Psychological, and Social Services domain of the WSCC model) is described as supporting the social, emotional, behavioral, and mental health of students, and extends along a continuum of prevention through intervention strategies that identify and address barriers to learning. School employed professionals such as school psychologists, school counselors, and school social workers provide direct services to individual students and families as well as classes and schools as a whole. In addition, referral and consultation with community providers is important in the coordination of counseling, psychological, and social services.

For a full description of Behavioral Supports as defined by the CDC, please see <https://www.cdc.gov/healthyschools/wsc/components.htm>

Suggested policy documents for review: suicide prevention, responding to student substance use, student discipline/code of conduct

BS1 Addresses methods and procedures to identify students with social, emotional, and/or behavioral (SEB) needs.	
0	Not mentioned
1	Recommends that schools engage in practices to identify students with SEB needs Examples: <ul style="list-style-type: none"> "The district guidance and counseling program should aim to identify student emotional and social needs."
2	Requires that schools engage in practices to identify students with SEB needs Examples: <ul style="list-style-type: none"> "School teams will collect and analyze school discipline data on a quarterly basis to identify those students and staff who need assistance with discipline"

BS2 Identifies an internal (within school) referral systems for SEB needs.	
0	Not mentioned
1	Recommends that internal referral systems be established to respond to student SEB needs Examples: <ul style="list-style-type: none"> "The district's counseling program should establish a referral system to respond to student social and emotional needs."
2	Requires that internal referral systems be established to respond to student SEB needs Examples: <ul style="list-style-type: none"> "Each school will establish a coordinated student support services team that integrates school counseling, pupil services, school social work and psychological services to provide prevention and intervention services and supports through a multi-tiered system of support"



BS3 Addresses presence of credentialed behavioral health service providers in district schools (e.g., social workers, school psychologists, and/or school counselors).	
0	Not mentioned
1	<p>Recommends presence of behavioral health service providers</p> <p>Examples:</p> <ul style="list-style-type: none"> "Administrators should aim to provide qualified psychological services staff to respond to the needs of students and to accomplish goals and objectives"
2	<p>Requires presence of behavioral health service providers</p> <p>Examples:</p> <ul style="list-style-type: none"> "Pupil Services shall be available to all students in the district. Pupil Services include speech, psychology, social work, guidance counseling and health services. Services provided shall be designed to support the educational progress of students in the district."

BS4 Addresses use of evidence-based prevention and intervention strategies to meet a continuum of SEB needs.	
0	Not mentioned
1	<p>Recommends a continuum of tiered strategies be utilized to meet student SEB needs</p> <p>Examples:</p> <ul style="list-style-type: none"> "Students are provided instruction and support at increasingly intense needs vary as do the level of support they require. A multi-level prevention system framework allows for different interventions as well as different intervention intensity"
2	<p>Requires a continuum of tiered strategies be utilized to meet student SEB needs</p> <p>Examples:</p> <ul style="list-style-type: none"> "The school system will provide a continuum of prevention and intervention programs and student support services that address social-emotional learning, positive behaviors, character education, bullying/cyberbullying, substance abuse and suicide "

BS5 Defines a data-driven process for monitoring response to supports for students with SEB needs.	
0	Not mentioned
1	<p>Recommends monitoring response to SEB supports</p> <p>Examples:</p> <ul style="list-style-type: none"> "The district should monitor support services for those students who are vulnerable or at risk and are receiving intervention."
2	<p>Requires monitoring response to SEB supports</p> <p>Examples:</p> <ul style="list-style-type: none"> "At each tier, student behavioral progress is monitored on a schedule determined by the student's need. At Tier 1, all students' basic skills are monitored 3 times a year. At Tier 2 and Tier 3, students' skills are monitored more frequently"



BS6 Addresses community-based service coordination and communication with providers to meet student SEB needs.	
0	Not mentioned
1	<p>Recommends community-based service coordination to respond to student SEB needs</p> <p>Examples:</p> <ul style="list-style-type: none"> "The district's pupil service programs should be coordinated with services provided locally available social and human service agencies."
2	<p>Requires community-based service coordination to respond to student SEB needs</p> <p>Examples:</p> <ul style="list-style-type: none"> "The district's program of guidance counseling shall... Be coordinated with services provided by locally available social and human service agencies"

BS7 Addresses engagement of and communication with families to address SEB needs.	
0	Not mentioned
1	<p>Recommends family engagement related to student SEB needs</p> <p>Examples:</p> <ul style="list-style-type: none"> "The district's pupil service providers are advised to cooperate with parents/guardians and address their concerns regarding the development of their child."
2	<p>Requires family engagement related to student SEB needs</p> <p>Examples:</p> <ul style="list-style-type: none"> "District staff shall collaborate with families to best respond to student mental health needs."



The WellSAT WSCC ASSESSMENT TOOL



Federal Requirement



Farm to School



CSPAP



WellSAT 3.0 Item

Domain: Employee Wellness



Employee Wellness involves fostering health in all school staff, as healthy employees are more productive and better able to do their job in attending to student needs. Employee wellness approaches include programs and policies that embrace a continuum of prevention to intervention strategies, and offer personalized health programs such as stress management, improved physical health and nutrition, and risk reduction.

For a full description of Employee Wellness as defined by the CDC, please see <https://www.cdc.gov/healthyschools/wsc/components.htm>

Suggested policy documents for review: district wellness policy, tobacco use policy, employee substance use policy, sexual harassment

EW1 Designates employee wellness as a priority in the district organization structure.	
0	Not mentioned
1	Recommends that employee wellness be considered in approaches to school wellness Examples: <ul style="list-style-type: none"> "The district recognizes the connection between job performance, attendance, and the health and well being of every staff member. Staff members are encouraged to model and maintain a lifestyle of health and wellness."
2	Requires that employee wellness be considered in approaches to school wellness Examples: <ul style="list-style-type: none"> "The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff."

EW2 Includes dissemination of health education materials with school employees.	
0	Not mentioned
1	Recommends that employee wellness include health education Examples: <ul style="list-style-type: none"> "The District has developed an Employee Wellness Program that includes educational health seminars"
2	Requires that employee wellness include health education Examples: <ul style="list-style-type: none"> "All staff shall be provided access to science based information pertaining to all components of health including but not limited to: 1. alcohol use; 2. chemical use; 3. tobacco use; 4. the benefits of physical fitness; 5. basic nutritional information. 6. mental and emotional well-being"



EW3 Addresses coordination with health insurance providers to conduct health risk screening.	
0	Not mentioned
1	<p>Recommends that employee wellness programming include health risk screening</p> <p>Examples:</p> <ul style="list-style-type: none"> • "Physicians or health experts may ask employees to answer assessment questions and take biometric screenings to determine their health risk and help them follow a suitable program. Questions and screenings are voluntary and regulated."
2	<p>Requires that employee wellness programming include health risk screening</p> <p>Examples:</p> <ul style="list-style-type: none"> • "Health risk assessments conducted by the district Insurance provider will be offered to all employees In the district."

EW4 Addresses creating an environment that supports employees' healthy lifestyles.	
0	Not mentioned
1	<p>Recommends that employee wellness programming include environmental modifications</p> <p>Examples:</p> <ul style="list-style-type: none"> • "All staff should promote a school environment supportive of healthy behaviors"
2	<p>Requires that employee wellness programming include environmental modifications</p> <p>Examples:</p> <ul style="list-style-type: none"> • "Students and staff will have access to free, safe, and fresh drinking water throughout the school day" • "The District will use a healthy meeting policy for all events with available food options, created by the SWC/DWC or one that currently exists that optimizes healthy food options with a variety of choices and selections of healthy foods for a variety of dietary needs" (Alliance for a Healthier Generation Sample Wellness Policy)

EW5 Addresses social and emotional supports for school employees including the use of Employee Assistance Programs or other programs.	
0	Not mentioned
1	<p>Recommends that employee wellness programming include social emotional supports</p> <p>Examples:</p> <ul style="list-style-type: none"> • "The district may offer incentives for staff that participate in healthier practices to enhance personal well-being, and reduce personal health costs. These may include but are not limited to: ... Mental and emotional well-being programs "
2	<p>Requires that employee wellness programming include social emotional supports</p> <p>Examples:</p> <ul style="list-style-type: none"> • "Confidential Employee Assistance Programs will be well publicized throughout the district."

EW6 Includes use of employee input in design and evaluation of employee wellness programs.	
0	Not mentioned
1	<p>Recommends that employee wellness programming include input from employees</p> <p>Examples:</p> <ul style="list-style-type: none"> • "The plan (should be based on input solicited from school staff and) should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff" (National Alliance on Nutrition and Physical Activity)
2	<p>Requires that employee wellness programming include input from employees</p> <p>Examples:</p> <ul style="list-style-type: none"> • "Available staff wellness programs must be based on input and suggestions from district staff."



EW7 Addresses tobacco use by school employees.	
0	Not mentioned
1	Recommends that employee wellness programming addresses employee tobacco use Examples: <ul style="list-style-type: none"> • "Employee wellness guidelines should address employee tobacco use."
2	Requires that employee wellness programming addresses employee tobacco use Examples: <ul style="list-style-type: none"> • "Employees are prohibited from smoking, chewing, or otherwise using any tobacco, e-cigarette, or vaporizer products on District property, at all school- or District-sponsored activities, and in District vehicles"

EW8 Addresses promotion of a positive workplace climate.	
0	Not mentioned
1	Recommends that employee wellness programming includes promotion of positive workplace climate Examples: <ul style="list-style-type: none"> • "The District is committed to maintaining and ensuring a work environment free from any and all types of bullying. Bullying is deliberate or intentional behavior using words or actions intended to cause fear, humiliation, intimidation, harm, or social exclusion. Bullying may be repeated behavior and involves an imbalance of power"
2	Requires that employee wellness programming includes promotion of positive workplace climate Examples: <ul style="list-style-type: none"> • "The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying."

EW9 Addresses space and break time for lactation/breast feeding.	
0	Not mentioned
1	Recommends that accommodations for lactation needs be provided Examples: <ul style="list-style-type: none"> • "Administrators are advised to provide space and time for employee breast feeding/lactation needs."
2	Requires that accommodations for lactation needs be provided Examples: <ul style="list-style-type: none"> • "In accordance with state law, all schools in the district must have a designated space for breast feeding and administrators must provide break time for lactation needs."

EW10 Addresses methods to communicate information about and encourage participation in available wellness programs.	
0	Not mentioned
1	Recommends that employee wellness supports are promoted and communicated to encourage participation Examples: <ul style="list-style-type: none"> • "The committee should develop, promote, and oversee a multifaceted plan to promote staff health and wellness" (National Alliance on Nutrition and Physical Activity)
2	Requires that employee wellness supports are promoted and communicated to encourage participation Examples: <ul style="list-style-type: none"> • "Each school and site shall designate at least one staff member to serve as wellness champion. A wellness champion is responsible for communicating information from the BCPS employee wellness council to the staff at their school or site"



The WellSAT WSCC ASSESSMENT TOOL



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WellSAT 3.0 Item

Domain: Community Involvement



Community Involvement describes involving groups, organizations, and businesses within the community as important anchors to a school, creating partnerships, sharing resources, and volunteering to support student learning and health. Not only can schools benefit from these connections, but these benefits can be reciprocal such as when schools share facilities with the community (e.g. meeting spaces, library sharing) and coordinate to disseminate information about resources and services available within the community.

For a full description of Community Involvement as defined by the CDC, please see <https://www.cdc.gov/healthyschools/wscs/components.htm>

Suggested policy documents for review: district wellness policy, community relations, graduation requirements (volunteering or service learning components)



CI1: Addresses community representation on district wellness committee.

0	Not mentioned
1	<p>Recommends community representation on the district wellness committee</p> <p>Examples:</p> <ul style="list-style-type: none"> "The district maintains a Wellness Committee and encourages public involvement. The committee may include teachers of physical education and school health professionals as well as parents, students, and representatives of the school food authority, the school board, school administrators, and the public."
2	<p>Requires community representation on the district wellness committee</p> <p>Examples:</p> <ul style="list-style-type: none"> "The school system will partner with the County Health Council regarding school health, nutrition and wellness matters in connection with the development and revision of school system's wellness policy and this rule... The legally mandated local school health council serves as an interdisciplinary, interagency and community-based advisory council to provide this input for the school system."



CI2: Addresses community stakeholders participation in the development, implementation, and periodic review and update of the local wellness policy.

0	Not mentioned
1	<p>Recommends community involvement in the development, review, and update of wellness policies</p> <p>Examples:</p> <ul style="list-style-type: none"> "The Wellness Committee should recommend, review and provide oversight of the Wellness Policy, its implementation, and wellness related issues that affect student health."
2	<p>Requires community involvement in the development, review, and update of wellness policies</p> <p>Examples:</p> <ul style="list-style-type: none"> "Community input will be elicited on all aspects of the coordinated school health program." "These efforts to inform the public must be documented and include records of efforts to engage key stakeholders and the public in general, as well as to solicit their participation in development, implementation and review of the Healthy Schools Program."



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CI3: Specifies community-based opportunities for student service learning.

0	Not mentioned
1	Recommends that service learning opportunities be provided Examples: <ul style="list-style-type: none">• "Each school within the district may offer one-half credit in community service which, if satisfactorily completed, shall qualify for high school graduation credit."
2	Requires that service learning opportunities be provided Examples: <ul style="list-style-type: none">• "Students' educational experiences shall be augmented through participation in appropriate community service, internship and work opportunities within the local community."



The WellSAT WSCC ASSESSMENT TOOL



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WellSAT 3.0 Item

Domain: Family Engagement



Family Engagement describes family-school partnerships to support the learning and health needs of students across student developmental periods, working together through shared responsibility of both school staff and families in actively supporting successful development of students.

For a full description of Family Engagement as defined by the CDC, please see <https://www.cdc.gov/healthyschools/wscs/components.htm>

Suggested policy documents for review: district wellness policy, parent involvement, community relations



FE1: Addresses family representation on district wellness committee.

0	Not mentioned
1	Recommends family representation on the district wellness committee Examples: <ul style="list-style-type: none"> • "The district maintains a Wellness Committee which may include parents, ..."
2	Requires family representation on the district wellness committee Examples: <ul style="list-style-type: none"> • "The membership of the committee shall include parent(s)/guardian(s)."



FE2: Addresses family participation in the development, implementation, and periodic review and update of the local wellness policy.

0	Not mentioned
1	Recommends family involvement in the development, review, and update of wellness policies Examples: <ul style="list-style-type: none"> • "The Superintendent will establish and maintain a Wellness Committee consisting of ... parents ... This Committee may recommend, review and provide oversight of the Wellness Policy, its implementation, and ongoing assessment and revision of the policy."
2	Requires family involvement in the development, review, and update of wellness policies Examples: <ul style="list-style-type: none"> • "The superintendent will invite suggestions and comments concerning the development, implementation, and improvement of the school wellness policy from community members, including ... parents..."



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FE3: Addresses providing opportunities for ongoing, sustained family engagement throughout the school year.	
0	Not mentioned
1	<p>Recommends that family engagement programming is ongoing and sustained throughout the school year</p> <p>Examples:</p> <ul style="list-style-type: none"> "The Board encourages the administration to develop and implement a planned program of community engagement that regularly provides opportunities for parents/guardians and families to participate in dialogues and decision-making related to district-wide and school-based issues."
2	<p>Requires that family engagement programming is ongoing and sustained throughout the school year</p> <p>Examples:</p> <ul style="list-style-type: none"> "Quarterly, offer school-sponsored wellness family activities that address one or more components of the Whole School, Whole Community, Whole Child Model."

FE4: Addresses regular two-way communication with families.	
0	Not mentioned
1	<p>Recommends regular two-way communication with families</p> <p>Examples:</p> <ul style="list-style-type: none"> "The District recommends that parent involvement programs include communication between home and school that is regular, two-way, and meaningful, as outlined in the National Parent/Teacher Association Standards for Parent/Family Involvement in Schools"
2	<p>Requires regular two-way communication with families</p> <p>Examples:</p> <ul style="list-style-type: none"> "Parent involvement activities in the school system will accommodate diversity, be flexible and creative, promote effective two-way communication, and offer opportunities for all parents to participate."

FE5: Addresses alignment of family engagement activities with the needs of the community.	
0	Not mentioned
1	<p>Recommends that family engagement programming is aligned with the needs of the community</p> <p>Examples:</p> <ul style="list-style-type: none"> "The school district, in collaboration with parents, supports programs and practices that reflect the specific needs of students, their families, and their communities."
2	<p>Requires that family engagement programming is aligned with the needs of the community</p> <p>Examples:</p> <ul style="list-style-type: none"> "District schools, in collaboration with families, teachers, students and administrators, shall develop and promote strategies in alignment with the District's strategic plan that enhance family engagement and reflect the needs of students, families, and educators to more effectively partner."



FE6: Addresses alignment of family engagement programs and district wellness objectives.	
0	Not mentioned
1	<p>Recommends alignment of family engagement programming and district wellness objectives</p> <p>Examples:</p> <ul style="list-style-type: none"> "The district values family partnerships and encourages parents to actively participate in all aspects of school wellness and their child's wellbeing. Schools are encouraged to use a variety of engagement strategies."
2	<p>Requires alignment of family engagement programming and district wellness objectives</p> <p>Examples:</p> <ul style="list-style-type: none"> "The BOE will involve family members and the community in supporting and reinforcing healthy lifestyle choices by: Inviting families to attend health fairs, exhibitions of students projects related to healthy lifestyle choices, and other relevant events; Inviting families to participate with students in healthy lifestyle choices homework; and Supporting programs that encourage parental and community involvement."

FE7: Addresses use of culturally responsive practices to engage families.	
0	Not mentioned
1	<p>Recommends promotion of diversity and inclusion of all families in school activities</p> <p>Examples:</p> <ul style="list-style-type: none"> "The framework recognizes the need for resources that are clinically, linguistically, and culturally appropriate for students and families."
2	<p>Requires promotion of diversity and inclusion of all families in school activities</p> <p>Examples:</p> <ul style="list-style-type: none"> "Parent involvement activities in the school system will accommodate diversity, be flexible and creative, promote effective two-way communication, and offer opportunities for all parents to participate."

FE8: Addresses sharing wellness-related information with families.	
0	Not mentioned
1	<p>Recommends sharing wellness-related information with families</p> <p>Examples:</p> <ul style="list-style-type: none"> "Schools are encouraged to use a variety of engagement strategies that may include: Sending home nutrition education materials, cafeteria menus, and ideas for physical activity."
2	<p>Requires sharing wellness-related information with families</p> <p>Examples:</p> <ul style="list-style-type: none"> "The District will involve family members and the community in supporting and reinforcing healthy lifestyle choices by providing healthy lifestyle choices education to all parents by such means as the school web site, and monthly handouts sent home with students."



FE9: Recommends that school-based volunteer opportunities be provided for families (e.g., parent teacher associations, parent teacher organizations, family-school committees).

0	Not mentioned
1	<p>Recommends that school-based volunteer opportunities be provided for families (e.g., parent teacher associations, parent teacher organizations, family-school committees)</p> <p>Examples:</p> <ul style="list-style-type: none"> • "The Board of Education encourages active support of and cooperation with school-community associations by teachers and other employee organizations, especially parent/citizen volunteer programs in our schools."
2	<p>Requires that school-based volunteer opportunities be provided for families</p> <p>Examples:</p> <ul style="list-style-type: none"> • "The parent involvement programs will be comprehensive and coordinated in nature. They will include, but not be limited to, the components of successful parent involvement programs as outlined in the National Parent/Teacher Association Standards for Parent/Family Involvement in Schools."



The WellSAT WSCC ASSESSMENT TOOL



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WellSAT 3.0 Item

Integration, Implementation, Communication & Evaluation



The Integration, Implementation, Communication, and Evaluation section of the WellSAT WSCC assesses policies that are meant to ensure the successful implementation of district wellness policies. A strong wellness policy should include language that establishes a system for monitoring implementation (including the officials responsible for monitoring), evaluation (including measures of educational and behavioral/mental health outcomes), and communication (including details about how the district makes the wellness policy available to the public and how often it is updated).” Districts should also include language that integrates all domains of school wellness throughout the school.

Suggested Policy documents for review: district wellness policy



Note: This section includes all of the items from the Implementation, Evaluation and Communication (IEC) section in the WellSAT 3.0.

IEC1: Addresses the establishment of an ongoing district wellness committee.

0	Not mentioned
1	Mentions a wellness committee, but it is unclear whether or not it is active Example: <ul style="list-style-type: none"> "The wellness committee met in September of 2012 to develop plans for policy implementation at the school level. School specific implementation plans can be found on each school’s website."
2	Clearly states that the committee is ongoing and regular meetings occur Examples: <ul style="list-style-type: none"> "The district wellness committee meets four times a year." "The wellness committee meets quarterly throughout the school year."




IEC2: Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.

Federal Rule language states that the policy must include "a description of the manner in which parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are provided an opportunity to participate in the development, implementation, and periodic review and update of the local school wellness policy."

0	Not mentioned
1	Recommends that membership is open to the community, or requires less than all listed stakeholders Example: <ul style="list-style-type: none"> "Students, parents, staff and/or community members are welcome to join the committee."
2	States a plan to actively recruit some or all of the following: Parents, students, PE teachers, school food authority representatives, school health professionals, school board members, administrators, members of the general public. Example:




	<ul style="list-style-type: none"> "A letter will be sent to the school community via email, and will be posted in a central area in all school buildings inviting members of the community to join the wellness committee. Parents, students, representatives of the school food authority, PE teachers, school health professionals, the school board, school administrators, and the general public will be included in the development, implementation, review and update of the wellness policy."
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 IEC3: Identifies the officials responsible for the implementation and compliance of the local wellness policy.

Federal Rule language states that each local educational agency must "designate one or more local educational agency officials or school officials to ensure that each participating school complies with the local school wellness policy."


0	Not mentioned
1	<p>It is suggested, but not required, that a district level official be responsible for monitoring school-level compliance</p> <p>Examples:</p> <ul style="list-style-type: none"> "School principals should periodically update the superintendent on school level compliance with the district wellness policy." "A district and school contact will be designated with the responsibility to ensure that the schools meet this policy."
2	<p>It is clear that a district level official (including the name and/or position of an individual) will be in charge of ensuring compliance at the building level.</p> <p>Examples:</p> <ul style="list-style-type: none"> "The assistant superintendent shall be responsible for ensuring that the wellness policy is implemented throughout district schools." "The Superintendent or designee shall ensure compliance with established district wide nutrition and physical activity policies. In each school, the building administrator or designee shall ensure compliance."

 IEC4: Addresses making the wellness policy available to the public.

Federal Rule language states that local educational agencies must "inform the public about the content and implementation of the local school wellness policy, and make the policy and any updates to the policy available to the public on an annual basis."


0	Not mentioned
1	<p>Vague and/or suggested</p> <p>The wellness policy is available upon request.</p> <p>Example: "The district will ensure school and community awareness of this policy by making it available by request."</p>
2	<p>Requires district to post its wellness policy on the website or distribute the wellness policy to the school and community on an annual basis at a minimum</p> <p>Example: "All public schools and public charter schools shall promote their local wellness policy to faculty, staff, parents, and students. A copy shall be posted on each school's website."</p>



 IEC5: Addresses the assessment of district implementation of the local wellness policy at least once every three years.


Federal Rule language states that local educational agencies must "at least once every three years, assess schools' compliance with the local school wellness policy, and make assessment results available to the public."

0	Not mentioned
1	<p>Either of the following:</p> <ul style="list-style-type: none"> It is suggested that policy implementation will be assessed Implementation will be assessed, but less than triennially <p>Example:</p> <ul style="list-style-type: none"> "Representatives from each school should track compliance with the district SWP within their school."
2	<p>Required. A specific plan to assess implementation</p> <p>Example:</p> <ul style="list-style-type: none"> "The Advisory Council shall conduct a quantitative assessment of policy implementation every three years using the Wellness School Assessment Tool-Implementation (WellsAT-I) or the School Health Index."

 IEC6: Triennial assessment results will be made available to the public and will include:

1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy;
2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies;
3. A description of the progress made in attaining the goals of the local school wellness policy.

0	Not mentioned
1	<p>Specifies inclusion of some, but not all, triennial progress report elements</p> <p>Example: "A triennial progress report with information about each school's wellness related activities will be shared with the entire school community."</p>
2	<p>Includes a statement making it clear that all three elements listed above will be included in the triennial progress report</p> <p>Example: "The triennial progress report will be posted on the district website. The report will include an assessment on compliance, the extent to which our wellness policy compares to model wellness policies, and progress made in achieving goals."</p>

 IEC7: Addresses a plan for updating policy based on results of the triennial assessment.

Federal Rule language states that districts must "make appropriate updates or modifications to the local school wellness policy, based on the triennial assessment."

0	Not mentioned
1	<p>Plans for updating policy are implied, but not certain, OR timing is unclear.</p> <p>Example: "The district wellness committee will revise the policy as needed"</p>
2	<p>Revisions /updates are required (or need for updates assessed) at specified intervals</p> <p>Example: "Every two-three years, the wellness committee will review the latest national recommendations pertaining to school health and will update the wellness policy accordingly."</p>



IEC8: Addresses the establishment of an ongoing school building level wellness committee. This may also be called a school health team, school health advisory committee, or similar name.	
0	Not mentioned
1	Mentions a school level wellness committee, but it is unclear whether or not it is active Example: <ul style="list-style-type: none"> "The wellness committee met to develop plans for policy implementation at the school level. School specific implementation plans can be found on each school's website."
2	Clearly states that all schools in the district have a committee that is ongoing and regular meetings Example: <ul style="list-style-type: none"> "The school wellness committee at each school in the district meets quarterly."

II1: Specifies use of Centers for Disease Control and Prevention's WSCC model or other coordinated/comprehensive method to guide wellness activities.	
0	Not mentioned
1	Recommends use of Centers for Disease Control and Prevention's WSCC model or other coordinated/comprehensive method to guide wellness activities Examples: <ul style="list-style-type: none"> "The Board of Education supports the use of the WSCC as a framework to improve children's health and remove barriers to learning."
2	Requires use of Centers for Disease Control and Prevention's WSCC model or other coordinated/comprehensive method to guide wellness activities Example: <ul style="list-style-type: none"> "The focus of the district's School Wellness Goals (promoted as the Whole Child, Healthy Child Agenda 2020) is guided by the Whole School, Whole Community, Whole Child model (WSCC) developed by the U.S. Centers for Disease Control and ASCD. The WSCC model is a socio-ecological approach directed at the whole school, with the school in turn drawing its resources and influences from the whole community to address the needs of the whole child."

II2: Addresses diverse representation on district wellness committee outside of federal requirements to reflect WSCC domains such as: A. employee wellness; B. physical environment, custodial services; C. behavioral health (counseling, psychological, social services); D. health education; E. health services; F. nutrition and physical activity providers in the community.	
0	Not mentioned
1	Recommends diverse representation on district wellness committee outside of federal requirements to reflect WSCC domains Example: <ul style="list-style-type: none"> "The District maintains a Wellness Committee and encourages public involvement. The committee may include teacher of health education, mental health and social services staff (school counselors, psychologists, social workers, psychiatrists) ..."
2	Requires diverse representation on district wellness committee outside of federal requirements to reflect WSCC domains Example: <ul style="list-style-type: none"> "The committee will include, but not be limited to: parents and caregivers, students, representatives of the school nutrition program, physical education teachers, health education teachers, school health professionals, <i>mental health and social services staff</i> (e.g., school counselors, psychologists, social workers, or psychiatrists), school administrators, school board members, health professionals, and the general public."



II3: Addresses a plan to assess the impact of wellness policy on behavioral health and educational outcomes, including a person/group responsible for tracking outcomes (e.g., student and employee attendance, office discipline referrals, BMI screenings).	
0	Not mentioned
1	<p>Recommends a plan to assess the impact of wellness policy on behavioral health and educational outcomes</p> <p>Example:</p> <ul style="list-style-type: none"> "In addition, the triennial assessment should provide a description of the progress made in attaining the goals of the wellness policy, and provide the basis for appropriate updates or modification to the wellness policy."
2	<p>Requires a plan to assess the impact of wellness policy on behavioral health and educational outcomes</p> <p>Example:</p> <ul style="list-style-type: none"> "The District will evaluate wellness policy implementation efforts and their impact on students and staff at least every three years."

II4: Addresses use of culturally inclusive practices in school wellness activities.	
0	Not mentioned
1	<p>Recommends use of culturally inclusive practices in school wellness activities</p> <p>Examples:</p> <ul style="list-style-type: none"> "Schools are encouraged to use a variety of engagement strategies that may include considering cultural preferences in development of nutrition education and physical education programs."
2	<p>Requires use of culturally inclusive practices in school wellness activities</p> <p>Example:</p> <ul style="list-style-type: none"> "School Wellness Councils shall examine their school's learning environment and organizational traditions to identify inclusive practices and opportunities to celebrate diverse cultures and identities. This includes the physical environment, the academic environment, classroom curriculum, and promotional materials. Cultural Proficiency-related policies include those regarding racial, ethnic, gender, sexual orientation, gender identity, disabilities, and policies that promote family and student engagement."

II5: Identifies funding support for wellness activities.	
0	Not mentioned
1	<p>Recommends funding support for wellness activities</p> <p>Examples:</p> <ul style="list-style-type: none"> "All efforts related to obtaining grants or funding opportunities for healthy school environments should be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the District Wellness Committee."
2	<p>Requires funding support for wellness activities</p> <p>Examples:</p> <ul style="list-style-type: none"> "The Office of Student Health and Wellness shall... Establish a process for identifying and distributing resources made available by qualified agencies and community organizations for the purpose of collaborating with schools to enhance implementation of this policy."



II6: Identifies professional learning opportunities for district employees to support wellness policy implementation.	
0	Not mentioned
1	<p>Recommends professional learning opportunities for district employees to support wellness policy implementation</p> <p>Examples:</p> <ul style="list-style-type: none"> • "The District may offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class)."
2	<p>Requires professional learning opportunities for district employees to support wellness policy implementation</p> <p>Examples:</p> <ul style="list-style-type: none"> • "The Office of Student Health and Wellness shall... Provide technical assistance, support and professional development/training to assist schools with implementation of the policy and improve programming functions."



The WellSAT WSCC ASSESSMENT TOOL



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WellSAT 3.0 Item

Wellness Promotion and Marketing



The Wellness Promotion and Marketing Section addresses policies concerning staff wellness, the use of physical activity being used as a reward and not punishment for students; and several items that address the new topic of food marketing in school buildings. The federal law states that all foods marketed in school buildings must meet the Smart Snacks nutrition standards for competitive foods. In addition to a global item to capture this federal requirement, this subscale includes items that assess policies concerning marketing across a variety of different settings.

Suggested Policy documents for review: district wellness policy

Note: This section is the same as the Wellness Promotion and Marketing (WPM) section in the WellSAT 3.0.

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

0	Not mentioned
1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Suggests district or school administrators encourage staff to model healthy eating and physical activity behaviors • Encourages modeling healthy eating OR physical activity, but not both <p>Example: "Principals should encourage staff to model healthy eating habits"</p>
2	<p>Requires district or school administrators to encourage staff to model healthy eating AND physical activity behaviors</p> <p>Example: "School staff members shall be encouraged to model healthy eating and physical activity behaviors"</p>



WPM2: Addresses strategies to support employee wellness.

0	Not mentioned
1	<p>Suggests employee wellness activities</p> <p>Example: "The district desires to provide a comprehensive program promoting healthy eating and PA for district students and staff."</p>
2	<p>Specific strategies to support employee wellness are outlined</p> <p>Examples:</p> <ul style="list-style-type: none"> • "Health and wellness classes will be offered to staff." • "Activity programs will be available for staff." • "School physical activity equipment will be available for use by staff before or after school to support employee wellness." • "Free water and healthy snacks will be available in the staff break room." • "Each school is required to develop a comprehensive school physical activity program which allows staff to participate in or lead physical activity opportunities throughout the school day. In addition, an employee wellness program will be implemented in each building to meet the unique wellness needs of school staff."




WPM3: Addresses using physical activity as a reward.	
0	Not mentioned
1	Suggests that staff is encouraged to use extra physical activity when rewards are used Example: "Teachers may use non-food alternatives as rewards. For example, extra recess may be provided when time allows."
2	Staff is encouraged to use physical activity as a reward Example: "Food rewards are prohibited and teachers are provided with a list of alternative ideas. We strongly recommend staff use physical activity as a reward when feasible."

WPM4: Addresses physical activity not being used as a punishment.	
0	Not mentioned
1	Discourages using physical activity as a punishment. Example: "Teachers are discouraged from assigning physical activity as student punishment."
2	Prohibits using physical activity as a punishment. Examples: <ul style="list-style-type: none"> • "Physical activity may not be assigned to students as a consequence of poor behavior or punishment for any reason. (Example: running laps or jogging around a playground)" • "Students shall not be required to engage in physical activity as punishment. For example, students may not be singled out to run extra laps, or perform other physical activities that the entire class is not engaged in, as a behavioral consequence."

WPM5: Addresses physical activity not being withheld as a punishment.	
0	Not mentioned
1	Discourages withholding (physical activity) PA as a punishment Example: "The administration believes that recess and other opportunities for physical activity are an essential part of the school day. Teachers are encouraged to find alternatives to withholding recess or other physical activities as a punishment."
2	Prohibits withholding PA as a punishment Example: "Recess, PE or other physical activities will not be withheld from students as a punishment for poor behavior or incomplete class work."



WPM6: Specifies marketing to promote healthy food and beverage choices.	
0	Not mentioned
1	Vague or suggested Example: "Marketing strategies, such as taste tests and signage in the cafeteria, should be used to promote healthy food and beverages throughout the school."
2	Required Examples: <ul style="list-style-type: none"> • "The healthiest choices, such as salads and fruit, will be prominently displayed in the cafeterias to encourage students to make healthy choices." • "Schools shall promote healthy food items including fruits, vegetables, whole grains and low-fat dairy products. Promotions will include monthly taste tests, posters and signage, highlighting healthy items on the menu during morning announcements, etc." • "Healthy food options will be comparably priced."

 WPM7: Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards. School marketing includes food and beverage advertising and other marketing, such as the name or depiction of products, brands, logos, trade marks, or spokespersons or characters, on any property or facility owned or leased by the school district or school (such as school buildings and campus, outside and areas adjacent to school buildings, athletic fields, school buses, parking lots, or other facilities) and used at any time for school-related activities. Federal Rule language states that schools may only "permit marketing on the school campus during the school day of those foods and beverages that meet the nutrition standards under 210.11 and promote student health and reduce childhood obesity."	
0	Not mentioned
1	Vague or suggested or restricts marketing to district nutrition standards that do not rise to the level of Smart Snacks Examples: <ul style="list-style-type: none"> • "Food service providers should be sensitive to the nutrition environment when displaying logos/trademarks on school grounds." • "Marketing on the school campus will be limited to those products that are allowed to be sold according to the district's nutrition standards." (district nutrition standards do not meet Smart Snacks)
2	Restricts marketing of foods and beverages on the school campus during the school day to those items that meet Smart Snacks Examples: <ul style="list-style-type: none"> • "School-based marketing shall be consistent with Smart Snacks nutrition standards." • "Marketing on the school campus will be limited to those products that are allowed to be sold according to the district's nutrition standards." (district nutrition standards require Smart Snacks)



WPM8: Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	
0	Not mentioned or addresses marketing but fails to specifically address signs, scoreboards, sports equipment
1	Restrictions are vague, suggested or weakened by exceptions such as time, location, or a principal's discretion. Example: "Display and advertising of unhealthful foods is strongly discouraged on school grounds."
2	Prohibits ALL advertising of food and beverages that cannot be sold during the school day/do not meet Smart Snack nutrition standards and specifically prohibits this advertising on school property (signs, banners, scoreboards, etc.) or will prohibit at time of renewal of sponsorship agreements. Examples: <ul style="list-style-type: none"> • "Busses, building exteriors, score boards, etc. on and around school property shall be free of brands and illustrations of unhealthful foods" • "The advertising of foods and beverages that are not available for sale in district schools will not be advertised on any school property."

WPM9: Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	
0	Not mentioned or addresses marketing but fails to specifically address curricula, textbooks, websites used for educational purposes, or other educational materials.
1	Restrictions are vague, suggested or weakened by exceptions Example: "A review of the advertising content of all classroom and online materials/websites used for teaching should be made prior to selection of materials. Use of materials depicting food brands or logos is discouraged."
2	Specifically ensures advertising of food and beverages will be considered in the selection of curricular/educational materials. Example: "Criteria for selecting educational materials for the classroom shall be expanded to include review of advertising content. Every effort will be made to select materials free of brand names/logos and illustrations of unhealthy foods."

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



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

WPM12: Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products such as Box Tops for Education).	
Note: This includes activities off campus and outside the school day, and prohibits anything that does not meet Smart Snacks standards. This also prohibits posters or catalogs for non-smart snacks even if picked up after the school day."	
0	Not mentioned or addresses marketing but fails to specifically address fundraisers and corporate-sponsored programs
1	Restrictions are vague/suggested or weakened by exceptions such as time, location, or principal's discretion. Example: "It is recommended that schools avoid participation in fundraising or corporate incentive programs that promote a message inconsistent with our goals for a healthy school community."
2	Prohibits ALL advertising of food and beverages that cannot be sold to students during the school day/do not meet Smart Snack nutrition standards and specifically prohibits school participation in fundraising programs promoting brands or food and beverage companies. Example: "Given concerns about student exposure to marketing, district schools will no longer participate in incentive programs that promote brands or provide children with free or discounted foods or beverages. PTA's will be asked to research new fundraising opportunities to replace programs such as McTeacher's night and Box Tops for Education."

