

WellSAT WSCC | Policy

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

CODING GUIDE

2025



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What is the WellSAT WSCC Policy tool?

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

The WellSAT WSCC Policy tool includes 12 sections, one for each domain of the WSCC as well as one that addresses federal requirements related to school food and one that addresses the integration and coordination of WSCC-related policies.

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How to score your policies:

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

Rating	Meaning	Explanation
NA	Not applicable	The item is not applicable, e.g. the item mentions a high school but there is no high school in the district.
0	Not Mentioned	The item is not included in the text of the policy.
1	Weak Statement	The item is mentioned, <u>but</u> - 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. Words often used include: <i>may, can, could, should, might, encourage, suggest, urge, some, partial, make an effort, and try.</i>
2	Meets Expectations	The item is mentioned and it is clear that the policy makers are committed to making the item happen because: 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 and for details on how to calculate strength and comprehensiveness scores, please refer to the **WellSAT WSCC Policy User Manual**.

Section: Federal Requirements



Note: This section relates to policies and practices that are required by federal law (Final Rule: LSWP Implementation Under the HHFKA) or as part of federal school meal programs (e.g. National School Lunch and School Breakfast Programs). 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.”

FR6-FR10 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.

FR1: Includes goals for nutrition education that are designed to promote student wellness.

Rating	Explanation and Examples
NA	Not applicable
0	Either no goals for nutrition education are mentioned or policy clearly detracts from requirement
1	Any of the following: • Nutrition education goal is implied • Policy only repeats the language of the federal wellness requirement regarding nutrition education • Policy only mentions “total learning environment” language and no other NE-related language included Examples: ▪ “The district is committed to nutrition education” ▪ “Includes goals for nutrition education...designed to promote student wellness in a manner that the local education agency deems is appropriate” (and no other NE goals are stated) ▪ “Enable students, through a comprehensive curriculum, to acquire the knowledge and skills necessary to make healthy lifestyle choices.”
2	Clear that there are specific goals for nutrition education. Example: “Nutrition lessons are integrated into the curriculum and the health education program.”

FR2: Assures compliance with USDA nutrition standards for reimbursable school meals.

Federal Rule language states that local educational agencies must set “standards and nutrition guidelines for all food and beverages sold to students during the school day” that “are consistent with applicable requirements set forth under 210.10.” Additionally, the WIC Reauthorization Act of 2004 states that all wellness policies must “provide an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture.”

Rating	Explanation and Examples
NA	Not applicable
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)”

FR3: 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.”

Rating	Explanation and Examples
NA	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.”

FR4: 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.”

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

FR5: 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>

Rating	Explanation and Examples
NA	Not applicable
0	Not Mentioned
1	Training suggested, but unclear if USDA requirement is met Examples: ▪ “All food service personnel will have adequate training in food service operations.” ▪ “All food service personnel shall receive pre-service training in food service operations.”
2	It is clear that USDA requirement for training and/or continuing education is being met Examples: ▪ “The USDA Professional Standards for State and Local Nutrition Programs are followed to ensure that professional development in the area of food and nutrition is provided for food service directors, managers and staff. New and current food service directors must have at least 12

	hours; new and current managers must have at least 10 hours; new and current staff must have at least 6 hours” ▪ “All school nutrition program directors, managers and staff will meet hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals. These school nutrition personnel will refer to USDA’s Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.”
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FR6: 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.”

Rating	Explanation and Examples
NA	Not applicable
0	Not Mentioned
1	Vague and/or suggested. Any of the following: • Specifies meeting nutrition standards for competitive foods, but does not show: specific standards that document compliance OR specify USDA Smart Snacks OR specify federal requirements. • Lists some, but not all standards/ implies partial compliance • Requires Smart Snacks for foods or beverages, but not both Examples: ▪ “All foods sold to students outside of school meals shall meet district nutrition standards” (district nutrition standards do not meet Smart Snacks) ▪ “All beverages sold must meet Smart Snack nutrition standards.”
2	All foods and beverages sold to students during the school day are required to meet or are in compliance with USDA Smart Snacks federal nutrition standards or specific standards are named that imply compliance. Examples: ▪ “The district is in compliance with all federal and state nutrition standards for all foods served in schools.” ▪ “Guidelines from USDA’s Final Rule: Nutrition Standards for All Food Sold in School standards apply to a la carte in the cafeteria, in-school stores, snack bars, vending machines, and any other venues where food or candy may be sold on school campuses during the school day, including fundraisers, beginning July 1, 2014”

FR7: Regulates food and beverages sold in a la carte.

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

FR8: Regulates food and beverages sold in vending machines.

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

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

FR9: Regulates food and beverages sold in school stores.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned or language such as “The district shall monitor all food and beverages sold or served to students, including those available outside of the federally regulated child nutrition programs.” (i.e., a la carte, vending, student stores, rewards, fundraising, etc.)
1	Recommended or limited to either of the following: • School store regulations or umbrella statement regulating “all (competitive) foods” is vague, suggested, time- or location-specific, subject to principal’s discretion, or weakened by other exceptions • School store nutrition standards are required, but do not meet the level of Smart Snacks Examples: ▪ “Food service shall strive to include some healthy choices (choices listed) for all a la carte food sales.” ▪ “All foods and beverages sold must meet nutrition standards for fat, sugar, and calories. Only water, milk, and 100% juice may be sold.” (requirements don’t meet Smart Snacks)
2	Requires either of the following Smart Snacks or competitive food and beverage sales are banned during the school day (or just within school stores). 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, FR9 should be coded as a 2. Examples:

	▪ “It is the policy of the School District that all foods and beverages sold to students during the school day on any property under the jurisdiction of the district will meet the U.S. Department of Agriculture (USDA) school meal and Smart Snacks in School (Smart Snacks) nutrition standards.” ▪ “All food items served or offered (for sale) to students during the school day (from the midnight prior, to 30 minutes after the end of the official school day) will meet all federal, state, and local standards for all nutrient and competitive food guidelines.” ▪ “This district does not allow for the operation of school stores until 30 minutes after the end of the school day.” ▪ “No competitive foods or beverages may be sold during the school day.”
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FR10: Addresses fundraising with food to be consumed during the school day.

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. Item NES9 will capture whether or not those exemptions apply.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned or language such as “The district shall monitor all food and beverages sold or served to students, including those available outside of the federally regulated child nutrition programs. (i.e., a la carte, vending, student stores, rewards, fundraising, etc.)
1	Recommended or limited to either of the following: • Fundraiser regulations or umbrella statement regulating “all (competitive) foods” is vague, suggested, time- or location-specific, subject to principal’s discretion, or weakened by other exceptions • Fundraiser nutrition standards are required, but do not meet the level of Smart Snacks. Example: “Food service shall strive to include some healthy choices (choices listed) for all fundraisers.”
2	Requires either Smart Snacks or competitive food and beverage sales are banned during the school day (or just fundraisers). 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, FR10 should be coded as a 2. Examples: ▪ “It is the policy of the School District that all foods and beverages sold to students during the school day on any property under the jurisdiction of the district will meet the U.S. Department of Agriculture (USDA) school meal and Smart Snacks in School (Smart Snacks) nutrition standards.” ▪ “All food items served or offered (for sale) to students during the school day (from the midnight prior, to 30 minutes after the end of the official school day) will meet all federal, state, and local standards for all nutrient and competitive food guidelines.” ▪ “There will be no food-related fundraisers held during the school day. ▪ “No competitive foods or beverages may be sold during the school day.”

FR11: Regulates food and beverages served at class parties and other school celebrations in elementary schools. Use N/A if no elementary schools in district.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned OR the foods and beverages served are specifically exempted from any district nutrition standards.
1	Any of the following: - Regulations for class parties are required but weakened (e.g., by allowing one traditional party food.) - Provide a specific and restricted list of food items allowed to be served/distributed/available at class parties or at all times (e.g., limiting to fruits and whole grains). Examples: “The district shall provide parents with a list of allowable party foods that meet the Smart Snack standards. “The district will regulate all food and beverages served during classroom activities.” “Classroom parties, celebrations, etc. shall be limited to one snack and one beverage from a list of Smart Snack allowable items.”
2	No food is served or offered to students during the school day outside of meal times. Birthday parties, holiday parties, and other school celebrations do not include food that doesn't meet federal nutrition standards. Examples: “Classroom celebrations will focus on activities, rather than food. No food will be served.” “Due to concerns about food safety and food allergies, children will be recognized on their birthdays by being given special privileges, such as being line leader or teacher’s helper for the day. No food will be brought into the classroom.”

FR12: Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.

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.”

School marketing includes the name or depiction of products, brands, logos, trademarks, or spokespersons or characters, on any property or facility owned or leased by the school district or school. This includes any facilities used during the school day for school-related activities including school buildings and campus; outside and areas adjacent to school buildings; athletic fields; school buses; and parking lots.

Note that marketing can be found in many locations, including: signs, scoreboards, sports equipment; curricula, textbooks, websites used for educational purposes, or other educational materials (both printed and electronic); exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, trash and recycling containers, etc.; advertisements in school publications, on school radio stations, in-school television, computer screen savers and/or school-sponsored Internet sites, or announcements on the public announcement (PA) system

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

FR13: Addresses how all relevant groups will participate in the development, implementation, and periodic review and update of the local wellness policy.

Examples of relevant groups might include parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public.

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.”

Rating	Explanation and Examples
NA	Not applicable
0	Not Mentioned
1	Recommends that membership is open to the community, or requires fewer than all listed groups Example: “Students, parents, staff and/or community members are welcome to join the committee.”
2	States a plan to actively recruit some or all of the following: Parents, students, PE teachers, school food authority representatives, school health professionals, school board members, administrators, members of the general public. Example: “A letter will be sent to the school community via email, and will be posted in a central area in all school buildings inviting members of the community to join the wellness committee. Parents,

	students, representatives of the school food authority, PE teachers, school health professionals, the school board, school administrators, and the general public will be included in the development, implementation, review and update of the wellness policy.”
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FR14: 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.”

Rating	Explanation and Examples
NA	Not applicable
0	Not Mentioned
1	It is suggested, but not required, that a district level official be responsible for monitoring school-level compliance Examples: ▪ “School principals should periodically update the superintendent on school level compliance with the district wellness policy.” ▪ “A district and school contact will be designated with the responsibility to ensure that the schools meet this policy.”
2	It is clear that a district level official (including the name and/or position of an individual) will be in charge of ensuring compliance in each school building. Examples: ▪ “The assistant superintendent shall be responsible for ensuring that the wellness policy is implemented throughout district schools.” ▪ “The Superintendent or designee shall ensure compliance with established district wide nutrition and physical activity policies. In each school, the building administrator or designee shall ensure compliance.”

FR15: 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.”

Rating	Explanation and Examples
NA	Not applicable
0	Not Mentioned
1	Either of the following: • Vague and/or suggested • The wellness policy is available upon request Example: “The district will ensure school and community awareness of this policy by making it available by request.”
2	Requires district to post its wellness policy on the website or distribute the wellness policy to the school and community on an annual basis at a minimum Example: “All public schools and public charter schools shall promote their local wellness policy to faculty, staff, parents, and students. A copy shall be posted on each school’s website.”

FR16: 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.”

Rating	Explanation and Examples
NA	Not applicable
0	Not Mentioned
1	Either of the following: • It is suggested that policy implementation will be assessed • Implementation will be assessed, but less than triennially Example: “Representatives from each school should track compliance with the district SWP within their school.”
2	There is a specific plan to assess implementation compliance at least once every three years. Example: “The Advisory Council shall conduct a quantitative assessment of policy implementation every three years using the Wellness School Assessment Tool-Practice (WellSAT-Practice) or the School Health Index.”

FR17: Addresses making triennial assessment results available to the public and specifies what will be included.

When shared with the public, triennial assessment results must include the extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; the extent to which the LEA's local school wellness policy compares to model local school wellness policies; and a description of the progress made in attaining the goals of the local school wellness policy.

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

FR18: 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.”

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

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.

This domain includes policies concerning the foods and beverages provided as part of federal school meal programs (e.g., National School Lunch and School Breakfast Programs) and outside of these programs (called competitive foods or "Smart Snacks in Schools.") The nutrition environment extends to all places in the school where food and beverages are available (e.g., cafeterias, vending machines, classrooms). These items assess how the school provides meals that meet government nutrition standards, and how the school community supports a healthy nutrition environment.

For a full description of Nutrition Environment as defined by the CDC, please see [the CDC website](#).

Suggested policy documents for review: Local district wellness policy

NES1: Addresses access to the USDA School Breakfast Program.

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

NES2: Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.

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

NES3: Specifies how families are provided information about determining eligibility for free/reduced price meals.

Rating	Explanation and Examples
NA	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.”

NES4: Specifies strategies to increase participation in school meal programs.

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

NES5: Specifies marketing to promote healthy food and beverage choices.

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

NES6: Addresses the amount of “seat time” students have to eat school meals.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Vague and/or suggests a specific amount of time Example: ▪ “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.”

NES7: 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>

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

NES8: SDA Smart Snack standards are easily accessed in the policy.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	USDA Smart Snacks are mentioned without a link to the full regulation Example: “The District will follow the Smart Snacks in School standards for all food and beverages sold to students on the 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 Example: The District will follow the Smart Snacks in School standards for all food and beverages sold to students on the school campus during the school day, as described here: https://www.fns.usda.gov/tn/guide-smart-snacks-school .

NES9: 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. If you live in a state with no exemptions, select N/A. If you do not know if your state allows exemptions, contact the state agency that oversees Child Nutrition.

Rating	Explanation and Examples
NA	Not applicable
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.”

NES10: 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.

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

NES11: Addresses nutrition standards for all foods and beverages served (not sold) to students after the school day, including, before and after care on school grounds, clubs, and after school programming.

Rating	Explanation and Examples
NA	There is no aftercare or other activities after school for students.
0	Not mentioned
1	Nutrition standards are implied OR do not specifically meet federal CACFP or Smart Snack standards. Example: “Only healthy snacks will be served to students in after school programs.”
2	Requires that all foods and beverages served to students in aftercare, whether run by the school or an outside party (e.g., YMCA), will meet federal nutrition standards. Example: “Snacks in aftercare are served via the Child and Adult Care Food Program and meet the requirements of that program.”

NES12: Addresses nutrition standards for all foods and beverages sold (not served) to students after the school day, including before and after care on school grounds, clubs, and after school programming.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Nutrition standards are implied OR do not specifically meet federal CACFP or Smart Snack standards. Examples: ▪ “Only healthy snacks will be sold to children participating in on-site programs after school ends.” ▪ “Snacks sold to students during after school programs must be less than 200 calories and be low in sugar and sodium.”
2	Requires that all foods and beverages sold to students in aftercare, whether run by the school or an outside party (e.g., YMCA), will meet federal nutrition standards. Examples: ▪ “Snacks sold to children participating in on-site programs after school ends will meet USDA Smart Snack nutrition standards.” ▪ “All snacks sold to students during after school programs will meet the same nutrition standards as foods sold during the school day.”

NES13: Addresses food not being used as a reward.

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

NES14: Addresses availability of free drinking water throughout the school day.

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

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, achieve health literacy, and adopt healthy behaviors in self and others. Comprehensive and effective school health education extends appropriately across developmental periods, is based on identified needs, and is 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 [the CDC website](#).

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

HE1: Addresses health education for students in district.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends health education for students Example: “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: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that health education is provided by qualified, trained professionals.

	Example: “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: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends topics for health education Example: “The Board supports a program of family living, sex education, and personal safety at each grade level.”
2	Requires topics for health education Example: “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 health needs of students in the community.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that health education curriculum goals align with the health needs of the community Example: “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 health needs of the community Examples: “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 varied needs of students and the community (social, economic, emotional).”

HE5: Addresses opportunities for interdisciplinary connections and practicing health-related skills outside of health education classes.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends opportunities for interdisciplinary connections for health education Example: “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: “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).

[National Health Education Standards](#)

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that health education meet National Health Education Standards (NHES) Example: “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: “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.

[Characteristics of an effective health education curriculum](#)

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned

1	Recommends that health education curriculum include the CDC's characteristics of an effective health education curriculum Example: "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: "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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that health education curriculum will be evaluated and revised Example: "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: "The Superintendent will develop a process for the regular review and evaluation of the District's health education program."

NE1: Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.

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

	▪ “Schools will provide nutrition education lessons that cover topics such as reading a Nutrition Facts label.” ▪ “Nutrition education will provide the knowledge and skills necessary to promote health.”
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NE2: All elementary school students receive sequential and comprehensive nutrition education.

Rating	Explanation and Examples
NA	District does not have elementary schools OR this assessment is not for an elementary school
0	Not mentioned
1	Suggested. It is unclear if all elementary school students will receive nutrition education. Example: “Nutrition lessons will be designed for integration into the curriculum and the health education program.
2	Required. It is clear that all elementary students will receive sequential and comprehensive nutrition education. Example: Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level (K-12).”

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

Rating	Explanation and Examples
NA	District does not have middle schools OR this assessment is not for a middle school
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).”

NE4: All high school students receive sequential and comprehensive nutrition education.

Rating	Explanation and Examples
NA	District does not have high schools OR this assessment is not for a high school
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).”

NE5: Nutrition education is integrated into other subjects beyond health education.

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

NE6: Links nutrition education with the food environment.

Rating	Explanation and Examples
NA	Not applicable
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.”

NE7: Nutrition education addresses agriculture and the food system.

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

Domain: Physical Education and Physical Activity



Physical Education and 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 opportunities to be physically active throughout the day.

For a full description of Physical Education and Physical Activity as defined by the CDC, please see [the CDC website](#)

Districts may list national physical education standards, such as those from ([Shape America](#)) or state standards. . Only rate a “2” for items with reference to the above standards if district requires schools to follow all of the standards (either state or national). If above standards are suggested, or a 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

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

Rating	Explanation and Examples
NA	Not applicable
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.

Rating	Explanation and Examples
NA	Not applicable
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.

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

PEPA4: Addresses time per week of physical education instruction for all elementary school students.

Rating	Explanation and Examples
NA	District does not have elementary schools OR this assessment is not for an elementary school.

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

PEPA5: Addresses time per week of physical education instruction for all middle school students.

Rating	Explanation and Examples
NA	District does not have middle schools OR this assessment is not for a middle school.
0	Not mentioned
1	Vague and/or suggested OR requires less than 225 minutes/week of physical education Examples: ▪ “Middle schools should provide 225 minutes per week of physical education instruction.” ▪ “All students in grades one through eight are required to complete an average of one hundred instructional minutes per week of physical education.”
2	Required. Clear that school district requires 225 minutes/week of physical education instruction for all middle school students through the entire school year Example: “All middle school students shall receive 225 minutes per week of physical education instruction throughout the school year.”

PEPA6: Addresses time per week of physical education instruction for all high school students.

Rating	Explanation and Examples
NA	District does not have high schools OR this assessment is not for a high school
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.”
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PEPA7: Addresses qualifications for physical education teachers for grades K-12.

Rating	Explanation and Examples
NA	Not applicable
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.

Rating	Explanation and Examples
NA	Not applicable
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.

Rating	Explanation and Examples
NA	Not applicable
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.

Rating	Explanation and Examples
NA	Not applicable
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.

Rating	Explanation and Examples
NA	Not applicable
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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Vague and/or suggested Example: “Students should have the opportunity to be physically active before and after school.”
2	Required. Provision of physical activity classes, clubs, or interscholastic activities is required. Examples: ▪ “Schools shall provide physical activity opportunities for all students before and after school in all elementary, middle and high schools.” ▪ “Physical activity clubs and intramurals shall be available during before and after-school hours.”

PEPA13: Addresses recess for all elementary school students.

Rating	Explanation and Examples
NA	District does not have elementary schools OR this assessment is not for an elementary school
0	Not mentioned
1	Either of the following: • School district suggests that recess be provided for all elementary school students. • School district requires recess without including a required amount of minutes each day.

	Example: “Schools should provide students with opportunities for play when weather permits.”
2	Required. Addresses at least 20 minutes of daily recess for all elementary school students Examples: ▪ “Schools shall provide at least 20 minutes of active daily recess to all elementary school students.” ▪ “All schools are required to schedule 20 minutes of recess daily for every class in the school master schedule.”

PEPA14: Addresses physical activity breaks during school.

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

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

Rating	Explanation and Examples
NA	Not applicable
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.

Rating	Explanation and Examples
NA	Not applicable
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).”

PEPA17: Addresses using physical activity as a reward.

Rating	Explanation and Examples
NA	Not applicable
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.”

PEPA18: Addresses physical activity not being used as a punishment.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Discourages using physical activity as a punishment Example: “Teachers are discouraged from assigning physical activity as student punishment.”
2	Prohibits using physical activity as a punishment Examples: “Physical activity may not be assigned to students as a consequence of poor behavior or punishment for any reason. (Example: running laps or jogging around a playground)”

	▪ “Students shall not be required to engage in physical activity as punishment. For example, students may not be singled out to run extra laps, or perform other physical activities that the entire class is not engaged in, as a behavioral consequence.”
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PEPA19: Addresses physical activity not being withheld as a punishment.

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

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 [the CDC website](#).

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

EW1: Addresses strategies to support employee wellness.

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

EW2: Encourages staff to model healthy eating and physical activity behaviors.

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

EW3: Designates employee wellness as a priority in the district organization structure.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that employee wellness be considered in approaches to school wellness Example: “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 Example: “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.”

EW4: Includes dissemination of health education materials with school employees.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that employee wellness include health education

	Example: “The District has developed an Employee Wellness Program that includes educational health seminars
2	Requires that employee wellness include health education Example: “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”

EW5: Addresses coordination with health insurance providers to conduct health risk screening.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that employee wellness programming include health risk screening Example: “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	Requires that employee wellness programming include health risk screening Example: “Health risk assessments conducted by the district Insurance provider will be offered to all employees In the district.”

EW6: Addresses creating an environment that supports employees’ healthy lifestyles.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that employee wellness programming include environmental modifications Example: “All staff should promote a school environment supportive of healthy behaviors”
2	Requires that employee wellness programming include environmental modifications Examples: ▪ “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)”

EW7: Addresses social and emotional supports for school employees including the use of Employee Assistance Programs or other programs.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that employee wellness programming include social emotional supports Example: “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	Requires that employee wellness programming include social emotional supports Example: “Confidential Employee Assistance Programs will be well publicized throughout the district.”

EW8: Includes use of employee input in design and evaluation of employee wellness programs.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that employee wellness programming include input from employees Example:”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	Requires that employee wellness programming include input from employees Example: “Available staff wellness programs must be based on input and suggestions from district staff.”

EW9: Addresses tobacco use by school employees.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that employee wellness programming addresses employee tobacco use Example: “Employee wellness guidelines should address employee tobacco use.”
2	Requires that employee wellness programming addresses employee tobacco use

	Example: “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”
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EW10: Addresses promotion of a positive workplace climate.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that employee wellness programming includes promotion of positive workplace climate Example: “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 Example: “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.”

EW11: Addresses space and break time for lactation/breast feeding.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that accommodations for lactation needs be provided Example: “Administrators are advised to provide space and time for employee breast feeding/lactation needs.”
2	Requires that accommodations for lactation needs be provided Example: “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.”

EW12: Addresses methods to communicate information about and encourage participation in available wellness programs.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that employee wellness supports are promoted and communicated to encourage participation Example: "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 Example: "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"

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 [the CDC website](#).

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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that schools engage in practices to identify students with SEB needs Example: “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 Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned

1	Recommends that internal referral systems be established to respond to student SEB needs Example: “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 Example: “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.

Examples of credentialed behavioral health service providers include social workers, school psychologists, and/or school counselors.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends presence of behavioral health service providers Example: “Administrators should aim to provide qualified psychological services staff to respond to the needs of students and to accomplish goals and objectives”
2	Requires presence of behavioral health service providers Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends a continuum of tiered strategies be utilized to meet student SEB needs Example: “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	Requires a continuum of tiered strategies be utilized to meet student SEB needs

	Example: “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.”
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BS5: Defines a data-driven process for monitoring response to supports for students with SEB needs.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends monitoring response to SEB supports Example: “The district should monitor support services for those students who are vulnerable or at risk and are receiving intervention.”
2	Requires monitoring response to SEB supports Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends community-based service coordination to respond to student SEB needs Example: “The district’s pupil service programs should be coordinated with services provided locally available social and human service agencies.”
2	Requires community-based service coordination to respond to student SEB needs Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned

1	Recommends family engagement related to student SEB needs Example: “The district's pupil service providers are advised to cooperate with parents/guardians and address their concerns regarding the development of their child.”
2	Requires family engagement related to student SEB needs Example: “District staff shall collaborate with families to best respond to student mental health needs.”

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 also 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 [the CDC website](#).

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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends community representation on the district wellness committee Example: “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	Requires community representation on the district wellness committee Example: “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 members participation in the development, implementation, and periodic review and update of the local wellness policy.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	- Recommends community involvement in the development, review, and update of wellness policies Example: “The Wellness Committee should recommend, review and provide oversight of the Wellness Policy, its implementation, and wellness related issues that affect student health.”
2	Requires community involvement in the development, review, and update of wellness policies Examples: “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 groups and the public in general, as well as to solicit their participation in development, implementation and review of the Healthy Schools Program.”

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

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that service learning opportunities be provided Example: “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 Example: “Students' educational experiences shall be augmented through participation in appropriate community service, internship and work opportunities within the local community.”

Domain: Family Engagement



Family Engagement describes family-school partnerships to support the learning and health 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 [the CDC website](#).

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

FE1: Addresses family representation on district wellness committee.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends family representation on the district wellness committee Example: “The district maintains a Wellness Committee which may include parents, ...”
2	Requires family representation on the district wellness committee Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends family involvement in the development, review, and update of wellness policies Example: “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

	Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that family engagement programming is ongoing and sustained throughout the school year Example: “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	Requires that family engagement programming is ongoing and sustained throughout the school year Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends regular two-way communication with families Example: “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	Requires regular two-way communication with families Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that family engagement programming is aligned with the needs of the community Example: “The school district, in collaboration with parents, supports programs and practices that reflect the specific needs of students, their families, and their communities.”
2	Requires that family engagement programming is aligned with the needs of the community Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends alignment of family engagement programming and district wellness objectives Example: “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	Requires alignment of family engagement programming and district wellness objectives Example: “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 contextually-aligned practices to connect with families.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends use of contextually-aligned practices to connect with all families

	Example: “The framework recognizes the need for practices that are clinically, linguistically, and contextually appropriate for students and families.”
2	Requires use of contextually-aligned practices to connect with all families Example: “A process is specified for evaluating practices to ensure that they are clinically, linguistically, and contextually appropriate for students and families.”

FE8: Addresses sharing wellness-related information with families.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends sharing wellness-related information with families Example: “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	Requires sharing wellness-related information with families Example: “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.

Examples of volunteer opportunities are parent teacher associations, parent teacher organizations, and family-school committees.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that school-based volunteer opportunities be provided for families (e.g., parent teacher associations, parent teacher organizations, family-school committees) Example: “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	Requires that school-based volunteer opportunities be provided for families Example: “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.”

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 [the CDC website](#).

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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends presence of health service providers Example: "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	Requires presence of health service providers Example: "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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends community-based service coordination to respond to student health needs

	Example: “Licensed School Nurses may refer students/families to a source of health care in the community.”
2	Requires community-based service coordination to respond to student health needs Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends alignment of health services with the health needs of the community Example: “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	Requires alignment of health services with the health needs of the community Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends family engagement related to student health needs Example: “The district encourages communication and involvement with family regarding health services.”
2	Requires family engagement related to student health needs Example: “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).

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends opportunities for dissemination of health information resources to students and families Example: “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	Requires opportunities for dissemination of health information resources to students and families Example: “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).

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends student physical health screenings Example: “The District may provide physical health screenings as District and community resources permit.”
2	Requires student physical health screenings Example: “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).

Note: Policy language only related to the provision of medication for emergency purposes should not count for this item.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends assessment and planning for chronic disease management to meet individual student needs Example: “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 Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends management of allergies in the school environment Example: “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 Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends provision of acute and emergency care Example: “School health services intervene with actual and potential health problems, including providing first aid.”
2	Requires provision of acute and emergency care Example: “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).

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends a health services plan for response to student sexual risk behavior Example: “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	Requires a health services plan for response to student sexual risk behavior Example: “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).

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends a health services plan for response to student substance use Example: “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	Requires a health services plan for response to student substance use Example: “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.”

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. It 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 [the CDC website](#).

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

SE1: Identifies regular cleaning and maintenance practices for district buildings.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that regular cleaning and maintenance occur Example: “Each building should engage in regular cleaning practices to ensure a safe and clean school environment.”
2	Requires that regular cleaning and maintenance occur Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends monitoring and removal of mold and moisture in district buildings

	Example: “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	Requires monitoring and removal of mold and moisture in district buildings Example: “The district shall develop and implement a preventive maintenance and monitoring plan for its facilities and systems, including HVAC, building envelope, and moisture management.”

SE3: Addresses minimization of student and staff exposure to toxins.

Examples of toxins include vehicle exhaust, mold, air pollution, pesticides, and cleaning products.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends minimization of student and staff exposure to toxins Example: “There should be no application of pesticides or other hazardous materials during school hours, except on an emergency basis.”
2	Requires minimization of student and staff exposure to toxins Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends monitoring of air quality in district buildings Example: “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	Requires monitoring of air quality in district buildings

	Examples: ▪ “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.”
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SE5: Specifies system for monitoring and addressing water quality in district buildings.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends monitoring of water quality in district buildings Example: “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	Requires monitoring of water quality in district buildings Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that school environmental health programming include pest management components Example: “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	Requires that school environmental health programming include pest management components Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends monitoring of physical conditions such as lighting, noise, and temperature Example: "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	Requires monitoring of physical conditions such as lighting, noise, and temperature Example: "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).

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends student and employee involvement in maintaining the school physical environment Example: "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	Requires student and employee involvement in maintaining the school physical environment Example: "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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned

1	Recommends regular maintenance of facilities and equipment Example: “Schools are advised to develop maintenance plans for classrooms and school grounds.”
2	Requires regular maintenance of facilities and equipment Examples: ▪ “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 and procedures in district buildings and grounds.

Examples of measures include double entry access, surveillance, locked doors and windows. Examples of procedures include active supervision of hallways, check in and check out systems for visitors, and safe transport.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends use of physical safety measures or procedures in district buildings Example: “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	Requires use of physical safety measures or procedures in district buildings Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends establishment of school safety teams

	Example: “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	Requires establishment of school safety teams Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends development of crisis preparedness plans Example: “ 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	Requires development of crisis preparedness plans Example: “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).

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends training for SROs Example: “Administrators may Include school resource officers and other security staff In school-wide trainings on behavior and discipline practices”
2	Requires training for SROs

	Example: “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”
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Domain: Social and Emotional Climate



Social and Emotional 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 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 and Emotional Climate as defined by the CDC, please see [the CDC website](#).

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

SEC1: Addresses participation in school climate surveys.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends participation in school climate surveys Example: “Student, staff, and families within the district should regularly participate in school climate surveys”
2	Requires participation in school climate surveys Example: “Each school within the district will be required at least biannually to complete a school climate assessment with students, staff, and families that will be submitted to the state department of education”

SEC2: Addresses sharing aggregate results of school climate surveys with key groups.

Examples of key groups include families, community members, staff, state and/or district leadership

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that results of school climate survey data be shared Example: “After completing school climate surveys, administrators are advised to share with relevant groups”
2	Requires that results of school climate survey data be shared Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends promotion of positive relationships between students and staff Examples: “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	Requires promotion of positive relationships between students and staff Example: “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 address harassment, bullying, and/or cyberbullying.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that schools develop approaches for preventing and responding to bullying and harassment Example: “Each school in the district should develop a bullying and harassment prevention and intervention plan.”
2	Requires that schools develop approaches for preventing and responding to bullying and harassment Examples: ▪ “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 promotion of student connection to the school community.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends opportunities to involve student voices in decision-making to promote school connection Examples: ▪ “Student feedback on school activities should be sought.” ▪ A student representative may be consulted on selected decision-making.”
2	Requires opportunities to involve student voices in decision making to promote school connection. Examples: ▪ “Student feedback on school activities will be systematically sought (e.g., surveys, focus groups).” ▪ “Student representation will be included on school decision-making teams, with a process for seeking broad feedback from the larger student body.”

SEC6: Addresses reviewing and responding to school climate data.

School Climate data can include bullying reports, discipline data, or other related data sources.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends that schools review climate data Example: “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	Requires that schools review climate data Example: “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 our students.”

SEC7: Addresses use of positive behavior support practices.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends use of positive behavioral support practices Example: “Schools may choose to adopt proven school-wide positive and preventive approaches, such as Massachusetts Tiered System of Support (MTSS) and Restorative Practices”
2	Requires use of positive behavioral support practices Examples: ▪ “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).

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends minimization of use of exclusionary disciplinary practices

	Example: “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	Requires minimization of use of exclusionary disciplinary practices Example: “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”

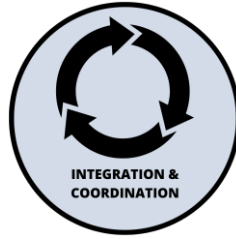
SEC9: Addresses social emotional learning (SEL).

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends SEL implementation Example: “Schools may utilize school-based curricula focusing on social-emotional learning, self-awareness and self-regulation.”
2	Requires SEL implementation Example: “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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends integration of SEL and academics Example: “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	Requires integration of SEL and academics Example: “SEL programming will be tied to work in standards-based instruction, prevention, education, character education, global education, and service learning.”

Section: Integration and Coordination



The Integration and Coordination section includes policies and practices designed to ensure the successful implementation of all whole child wellness policies across the school district.

Suggested Policy documents for review: district wellness

IC1: Addresses the establishment of an ongoing district wellness committee.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Mentions a wellness committee, but it is unclear whether or not it is active Example: “The wellness committee met in September of 2012 to develop plans for policy implementation at the school level. School specific implementation plans can be found on each school’s website.”
2	Clearly states that the committee is ongoing and regular meetings occur Examples: ▪ “The district wellness committee meets four times a year.” ▪ “The wellness committee meets quarterly throughout the school year.”

IC2: Addresses the establishment of an ongoing school building level wellness committee.

Note: This committee may also be called a school health team, school health advisory committee, or similar name.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Mentions a school level wellness committee, but it is unclear whether or not it is active. Example: “The wellness committee met to develop plans for policy implementation at the school level. School specific implementation plans can be found on each school’s website.”

2	Clearly states that all schools in the district have a committee that is ongoing and regular meetings. Example: “The school wellness committee at each school in the district meets quarterly.”
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IC3: Specifies use of Centers for Disease Control and Prevention’s WSCC model or other coordinated/comprehensive method to guide wellness activities.

Rating	Explanation and Examples
NA	Not applicable
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 Example: “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: “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.”

IC4: Addresses having district wellness committee members with expertise beyond the federal requirements to reflect WSCC domains.

Examples of such WSCC domains include 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.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends having district wellness committee members with expertise beyond the federal requirements to reflect WSCC domains Example: “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 having district wellness committee members with expertise beyond the federal requirements to reflect WSCC domains

	Example: “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, mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists), school administrators, school board members, health professionals, and the general public.”
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IC5: Addresses a plan to assess the impact of wellness policy on behavioral health and educational outcomes, including a person/group responsible for tracking outcomes.

Examples of outcomes may include student and employee attendance, office discipline referrals, and BMI screenings.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends a plan to assess the impact of wellness policy on behavioral health and educational outcomes Example: “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	Requires a plan to assess the impact of wellness policy on behavioral health and educational outcomes Example: “The District will evaluate wellness policy implementation efforts and their impact on students and staff at least every three years.”

IC6: Addresses use of contextually-aligned practices in school wellness activities.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends use of contextually-aligned practices in school wellness activities Example: “As appropriate, schools will use a variety of engagement strategies (e.g., considering student preferences and background) in the development of nutrition education and physical education programs.”
2	Requires use of contextually-aligned practices in school wellness activities Example: “School Wellness Councils will examine their school’s learning environment and organizational traditions annually to identify practices and opportunities to celebrate all members of the school community. This includes the physical environment, the academic environment, classroom

	curriculum, and promotional materials. An annual written summary will be provided to the Superintendent.”
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IC7: Identifies funding support for wellness activities.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends funding support for wellness activities Example: “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	Requires funding support for wellness activities Example: “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.”

IC8: Identifies professional learning opportunities for district employees to support wellness policy implementation.

Rating	Explanation and Examples
NA	Not applicable
0	Not mentioned
1	Recommends professional learning opportunities for district employees to support wellness policy implementation Example: “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	Requires professional learning opportunities for district employees to support wellness policy implementation Example: “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.”