

WellSAT WSCC | in Practice

***Whole School, Whole Community, Whole Child
School in Practice Assessment Tool***

CODING GUIDE

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What is the WellSAT WSCC in Practice tool?

The WellSAT WSCC in Practice is a tool to assess the implementation of policies related to the Whole School, Whole Community, Whole Child (WSCC) model. It was designed as a companion to the WellSAT WSCC Policy tool and assesses how WSCC-related policies are being implemented in your district or school. The WellSAT WSCC in Practice measures the extent to which practices are in place that match each of the WellSAT WSCC Policy items.

The WellSAT WSCC in Practice is broken down into the same 12 subscales used in the WellSAT WSCC Policy:

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WellSAT WSCC Policy and WellSAT WSCC in Practice

Items on the WellSAT WSCC in Practice mirror those on the WellSAT WSCC Policy.

Example: On the left is a Social and Emotional Climate (SEC) item from the WellSAT WSCC Policy. On the right is the matching WellSAT WSCC in Practice item.

WellSAT WSCC Policy	WellSAT WSCC in Practice
SEC4: Identifies school-wide approaches to prevent and respond to harassment, bullying, and/or cyberbullying	SEC4: Is there a comprehensive approach or plan to prevent and respond to harassment, bullying, and cyberbullying?

Who to Include in Completing the WellSAT WSCC in Practice

The WellSAT WSCC in Practice is not designed to be completed by one person, but rather by a multi-disciplinary team within a district or school.

Below are the people listed in the federal requirements for who should be on your district wellness team. This is a good starting point for considering who should be involved in completing the WellSAT WSCC in Practice.

- Parents
- Students
- School Food Authority representative
- Physical Education Teacher
- School Health Professional (nurse, nurse practitioner, school-based health center provider)
- School Board Member
- School Administrator
- Community member

School teams should also be as multidisciplinary as possible. When completing the WellSAT WSCC in Practice, schools should ensure that the expertise of the group includes representation across the ten WSCC domains.

Which Items to Score (District versus School Teams)

Whereas district teams can use the WellSAT WSCC in Practice to assess practices at the district level, school teams can use the WellSAT WSCC in Practice to assess practices within their schools.

Each item within the WellSAT WSCC in Practice is marked as to whether the question applies to the district-level, school-level, or either.

Items marked “district or school” should be answered by any team completing the WellSAT WSCC in Practice. For example, item SE4 on the Safe Environment subscale addresses monitoring and

addressing air quality and ventilation for buildings and grounds. This could apply to either district administration buildings as well as specific schools.

To summarize:

- District-level multidisciplinary teams should answer items marked “district” or “district or school.”
- School-level multi-disciplinary teams should answer items marked “school” or “district or school.”

Item Scoring

The WSCC model is complex and comprehensive. For each domain, teams should consider the extent to which they implement recommended practices by answering questions about implementation and coming to a consensus on a rating.

Just like in the WellSAT WSCC Policy, WellSAT WSCC in Practice items are rated “0,” “1,” or “2.”

The WellSAT WSCC in Practice lists each Practice item, followed by an explanation of the item-specific scoring.

A “0” means the practice is not in place.

A rating of “1” means the practice is partially implemented.

A rating of “2” means the practice is fully implemented.

Not Applicable (N/A): An N/A means that the practice does not apply to your setting (e.g., it is a question about a high school, and your school is an elementary school).

N/A is not to be used if a practice is simply not in place. For example, item HE1 addresses health education for students. If formal instruction in health education is not provided at the school, the item should be coded 0 (not N/A) because it is important to know that this is not in place. Item SE13 addresses training for school resource officers. As indicated in the item instructions, if the school does not have resource officers at all, this item should be coded as N/A because the question addresses training, and not the presence of resource officers. Applicable items contain specific guidance for scoring as N/A.

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).

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: Does the district have specific goals for nutrition education designed to promote student wellness?

Which Team Should Answer? District

Suggested Respondent: Head of Curriculum or Health/Nutrition Teacher

Rating	Explanation and Examples
NA	Not applicable
0	Nutrition education is not provided.
1	The district provides some guidance about nutrition education, but there is not a standards-based curriculum with specific goals to promote student wellness.
2	The district uses a standards-based curriculum with specific goals to promote student wellness.

Applicable Policy Item from WellSAT WSCC Policy: Includes goals for nutrition education that are designed to promote student wellness.

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

FR2: Do your National School Lunch Program meals (and, if applicable, School Breakfast Program meals) meet all federal standards for meal patterns, nutrient levels, and calorie requirements for the grade levels served?

Which Team Should Answer? District

Suggested Respondent: Food Service Director

Rating	Explanation and Examples
NA	Not applicable (e.g., we do not participate in the federal school meal program)
0	School meals do not meet the nutrition standards and meal pattern requirements.
1	In rare occurrences, school meals do not meet the nutrition standards and meal pattern requirements.
2	Yes, school meals meet all nutrition standards and meal pattern requirements.

Applicable Policy Item from WellSAT WSCC Policy: 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."

FR3: Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?

Note: If your school offers free meals for all students, rate this question a 2.

Examples include: all payment is done with an ID card so that the amount paid is not visible to anyone.

Which Team Should Answer? District OR School

Suggested Respondent: Food Service Director

Rating	Explanation and Examples
NA	Not applicable (e.g., we do not participate in the federal school meal program)
0	The school does not take steps to protect the privacy of students who qualify for free or reduced-priced meals.
1	The school takes some steps to protect the privacy of students who qualify for free or reduced-price meals, but there is room for improvement.
2	The school ensures that the privacy of students who qualify for free or reduced-price meals OR the school offers free meals for all students.

Applicable Policy Item from WellSAT WSCC Policy: 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."

FR4: Is free (i.e., no cost to students) drinking water available to students during meals?

Note: Do not include water for sale.

Which Team Should Answer? School

Suggested Respondent: Food Service Director

Rating	Explanation and Examples
NA	Not applicable
0	Water is not available or only available for sale.
1	Yes, but access is inconsistent (e.g., available only sometimes; available only upon request).
2	Yes, free water is consistently available to students during meals (e.g., water fountains or water filling stations are available in all cafeterias; water jugs and cups are present in the cafeteria and students have access to water throughout the meal period).

Applicable Policy Item from WellSAT WSCC Policy: 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 HRFKA, and in the cafeteria during breakfast meal service."

FR5: Do all school nutrition program directors, managers, and staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements?

Note: USDA's Professional Standards requirements establish minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. (Details: <https://www.fns.usda.gov/tn/professional-standards>).

Which Team Should Answer? District

Suggested Respondent: Food Service Director

Rating	Explanation and Examples
NA	Not applicable (e.g., we do not participate in the federal school meal program)
0	No, many food and nutrition services staff DO NOT meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.
1	Most food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.
2	Yes, all food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.

Applicable Policy Item from WellSAT WSCC Policy: 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>.

FR6: Do all competitive foods and beverages sold to students during the school day meet or exceed the USDA's nutrition standards, commonly called Smart Snacks?

Note: The school day begins at midnight the night before and goes until 30 minutes after the final bell. For Smart Snack Standards, see: <https://fns-prod.azureedge.us/sites/default/files/resource-files/smartsnacks.pdf>

Which Team Should Answer? School

Suggested Respondent: Food Service Director

Rating	Explanation and Examples
NA	Not applicable (e.g., we do not participate in the federal school meal program)
0	There are foods sold during the school day that do not meet Smart Snacks nutrition standards.
1	In rare occurrences, there are foods sold during the school day that do not meet Smart Snacks nutrition standards.
2	All foods sold during the school day meet Smart Snacks nutrition standards OR we do not sell competitive foods at our school.

Applicable Policy Item from WellSAT WSCC Policy: 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."

FR7: Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?

Note: A la carte foods are ones sold in the cafeteria, but not as part of the federally reimbursable school meals. These often include snacks like chips or side dishes. If there are no a la carte foods, rate this question a 2.

Which Team Should Answer? School

Suggested Respondent: Food Service Director

Rating	Explanation and Examples
NA	Not applicable (e.g., we do not participate in the federal school meal program)
0	There are a la carte foods and beverages sold in the cafeteria that do not meet Smart Snacks nutrition standards.
1	In rare occurrences, there are a la carte foods and beverages sold in the cafeteria that do not meet Smart Snacks nutrition standards.
2	All a la carte foods and beverages sold in the cafeteria meet Smart Snacks nutrition standards OR we do not sell a la carte foods in the cafeteria.

Applicable Policy Item from WellSAT WSCC Policy: Regulates food and beverages sold in a la carte.

FR8: Do all foods and beverages sold in vending machines meet Smart Snack standards?

Note: If there are no vending machines, rate this question a 2.

Which Team Should Answer? School

Suggested Respondent: Food Service Director or Principal

Rating	Explanation and Examples
NA	Not applicable (e.g., we do not participate in the federal school meal program)
0	There are foods and beverages sold in vending machines that do not meet Smart Snacks nutrition standards.
1	In rare occurrences, there are foods and beverages sold in vending machines that do not meet Smart Snacks nutrition standards.
2	All foods and beverages sold in vending machines meet Smart Snacks nutrition standards OR students do not have access to vending machines OR we do not have vending machines on school property.

Applicable Policy Item from WellSAT WSCC Policy: Regulates food and beverages sold in vending machines.

FR9: Do all foods and beverages sold in school stores during the school day meet Smart Snack standards?

Note: If there are no school stores, rate this question a 2.

Which Team Should Answer? School

Suggested Respondent: Food Service Director or Principal

Rating	Explanation and Examples
NA	Not applicable (e.g., we do not participate in the federal school meal program)
0	There are foods and beverages sold in school stores that do not meet Smart Snacks nutrition standards.
1	In rare occurrences, there are foods and beverages sold in school stores that do not meet Smart Snacks nutrition standards.
2	All foods and beverages sold in school stores meet Smart Snacks nutrition standards OR we do not have school stores.

Applicable Policy Item from WellSAT WSCC Policy: Regulates food and beverages sold in school stores.

FR10: If there are fundraisers that sell foods or beverages to be consumed during the school day, do the foods and beverages sold meet Smart Snacks standards?

Note: If there are no fundraisers, rate this question a 2.

Which Team Should Answer? School

Suggested Respondent: Food Service Director or Principal

Rating	Explanation and Examples
NA	Not applicable (e.g., we do not participate in the federal school meal program)
0	There are fundraisers during the school day that sell items that do not meet Smart Snack standards.
1	In rare occurrences, there are fundraisers during the school day that sell items that do not meet Smart Snack standards.
2	There are no food or beverage fundraisers during the school day OR all foods sold through fundraisers meet Smart Snack standards.

Applicable Policy Item from WellSAT WSCC Policy: Addresses fundraising with food to be consumed during the school day.

Smart Snacks applies to food and beverages sold as part of fundraisers 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.

FR11: Is food from external sources distributed during elementary school classroom celebrations (e.g., birthday celebrations, holiday parties)?

Note: External sources are any source other than the school meals program. This includes food provided by parents or teachers, such as birthday treats or Halloween candy.

Which Team Should Answer? School

Suggested Respondent: Principal

Rating	Explanation and Examples
NA	Not applicable (e.g., there are no elementary schools in the district OR this assessment is not for an elementary school)
0	Food from external sources is distributed during classroom celebrations.
1	In rare occurrences, food from external sources is distributed during classroom celebrations.
2	There is no food from external sources distributed during classroom celebrations.

Applicable Policy Item from WellSAT WSCC Policy: Regulates food and beverages served at class parties and other school celebrations in elementary schools. Use N/A if no elementary schools in district.

FR12: Do all foods and beverages that are marketed on the school campus during the school day meet the Smart Snacks standards?

Note: If there are no foods or beverages marketed on campus during the school day, rate this question a 2.

Which Team Should Answer? School

Suggested Respondent: Principal

Rating	Explanation and Examples
NA	Not applicable
0	There are foods marketed on campus during the school day that do not meet Smart Snacks standards.
1	In rare occurrences, there are foods marketed on campus during the school day that do not meet Smart Snacks standards.
2	All foods and beverages marketed on campus during the school day meet Smart Snacks standards OR there are no foods or beverages marketed on campus during the school day.

Applicable Policy Item from WellSAT WSCC Policy: 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.

FR13: Which groups are represented on the district-level wellness committee?

Note: an individual can represent more than one role such as Parent; Student; School Food Authority representative; PE Teacher; School Health Professional (nurse, nurse practitioner, school-based health center provider); School Board Member; School Administrator; Community member.

Which Team Should Answer? District

Suggested Respondent: District Level Official

Rating	Explanation and Examples
NA	Not applicable
0	There is no committee, or it has 3 or fewer of the listed roles represented.
1	The wellness committee has 4 or 5 of the listed roles represented.
2	The wellness committee has 6 to 8 of the roles represented.

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

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

FR14: Is there a named official (e.g., administrator) who is responsible for the implementation and compliance with the wellness policy in your school or district?

Which Team Should Answer? District OR School

Suggested Respondent: District Level Official or Principal

Rating	Explanation and Examples
NA	Not applicable
0	There is not a named official.
1	There is a named official, but there is not a clear process in place to ensure the wellness policy implementation and compliance.
2	There is a named official who oversees a clear process to ensure the wellness policy implementation and compliance.

Applicable Policy Item from WellSAT WSCC Policy: 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."

FR15: How does your school make the district wellness policy available to the public? Is it on your school website? How often do you inform the public on where to find the policy?

Which Team Should Answer? District

Suggested Respondent: District Level Official

Rating	Explanation and Examples
NA	Not applicable
0	The policy is not shared with the public OR our district does not have a policy.
1	We share the policy upon request, or there has not been communication about it in over a year.
2	The policy is posted accessible on the district’s website, and the policy is distributed to the public with any updates at least once a year through district communication channels.

Applicable Policy Item from WellSAT WSCC Policy: 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."

FR16: Is wellness policy implementation evaluated every three years?

Examples of evaluation tools include: the current assessment, the CDC’s School Health Index, or local or state policy implementation checklists.

Note: If you are in the process of completing the WellSAT WSCC POLICY measure, rate this question a 2.

Which Team Should Answer? District

Suggested Respondent: District Level Official

Rating	Explanation and Examples
NA	Not applicable
0	District compliance with the wellness policy has not been assessed.
1	District compliance with the wellness policy has been assessed, but not within the last three years.
2	District compliance with the wellness policy is currently being assessed or has been assessed within the last three years.

Applicable Policy Item from WellSAT WSCC Policy: 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."

FR17: What is included in the triennial assessment report to the public?

Note: 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.

Which Team Should Answer? District

Suggested Respondent: District Level Official

Rating	Explanation and Examples
NA	Not applicable
0	There has not been a triennial assessment.
1	There is a triennial assessment, but it does not include all three progress report elements.
2	The triennial assessment includes (or will include) all three progress report elements.

Applicable Policy Item from WellSAT WSCC Policy: Addresses making triennial assessment results available to the public and specifies what will be included.

FR18: Is there a clear plan to revise the wellness policy based on the results of the most recent triennial assessment?

Which Team Should Answer? District

Suggested Respondent: District Level Official

Rating	Explanation and Examples
NA	Not applicable
0	There is no plan to update the wellness policy.
1	A plan to update the wellness policy based on the most recent triennial assessment is under development.
2	There is a clear plan to update the wellness policy based on the most recent triennial assessment.

Applicable Policy Item from WellSAT WSCC Policy: 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."

Summary: Federal Section

A. Sum of Item Scores

Add up all of the ratings of 0, 1, & 2 for this domain

B. Maximum Score Possible (excluding N/A items)

Multiply the number of applicable items x 2

C. Final Domain Score

Calculate by dividing A / B and multiplying by 100

Record Final Section Score: _____

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](#).

NES1: Does the district or school offer breakfast every day to all students?

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Breakfast is not offered in the district/school.
1	School breakfast is offered, but not every day to all students (e.g., breakfast is only offered on testing days; only offered Monday, Wednesday, and Friday; only offered in some schools).
2	School breakfast is offered every day to all students.

Applicable Policy Item from WellSAT WSCC Policy: Addresses access to the USDA School Breakfast Program.

NES2: How does your school protect the privacy of students with unpaid meal balances?

Note: If your school offers free meals for all students, rate this question a 2.

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Students with unpaid meal balances are identified in some manner (e.g., given a wristband, refused a meal, or given an alternate meal).
1	In rare occurrences, students with unpaid meal balances could potentially be identified.
2	Students with unpaid meal balances are never overtly identified in any way and are always given the regular reimbursable meal OR the school offers free meals for all students.

Applicable Policy Item from WellSAT WSCC Policy: Addresses how the district protects students with unpaid meal balances from lunch shaming and ensures their privacy.

NES3: What strategies does your school or district use to provide information to families about eligibility for free or reduced-price meals?

Strategies include: application sent home to all families at the beginning of the school year, application available on school or district website, school counselor or nurse reaches out to families who might be eligible, applications available for families at PTA/PTO meetings.

Note: If your school offers free meals for all students, rate this question a 2.

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Our school does not use any of these strategies.
1	Our school uses one of these strategies to provide information to families about free or reduced-price meals.
2	Our school uses multiple of these strategies to provide information to families about free or reduced-price meals OR the school offers free meals for all students.

Applicable Policy Item from WellSAT WSCC Policy: Specifies how families are provided information about determining eligibility for free/reduced price meals.

NES4: What strategies does your school use to maximize participation in the school breakfast program and/or school lunch program?

Strategies include: universal free meals, breakfast in the classroom, breakfast after the bell/grab and go breakfast/second-chance breakfast, marketing/promoting meals, providing taste tests, getting student input, offering meals that reflect cultural preferences, using scratch cooking, offering a variety of fruits and vegetables, and offering multiple points of sale.

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Our school does not use any of these strategies.
1	Our school uses strategies infrequently or inconsistently.
2	Yes, our school uses strategies consistently.

Applicable Policy Item from WellSAT WSCC Policy: Specifies strategies to increase participation in school meal programs.

NES5: What marketing strategies does your school use to promote healthy food and beverage choices while at school?

Examples of promotion include: signage, prominent placement, or better pricing of the healthier items.

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Our school does not use marketing strategies to promote healthy food or beverage choices.
1	Our school sometimes uses marketing strategies to promote healthy food and beverage choices, but they are not employed consistently.
2	Our school consistently uses marketing strategies to promote healthy food and beverage choices.

Applicable Policy Item from WellSAT WSCC Policy: Specifies marketing to promote healthy food and beverage choices.

NES6: Do students have at least 20 minutes to eat lunch, counting from the time they are seated?

Note: Seat time does not include time for handwashing, walking to where the meal is served, waiting in line, selecting items for the meal, waiting to pay, or walking to the table. The time that students are allotted for breakfast and/or lunch should be uninterrupted (i.e., designated for eating and not for completing make-up work or other academic assignments).

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	Students do not have at least 20 minutes of seated time for lunch.
1	Students sometimes have at least 20 minutes of seated time for lunch.
2	Students consistently have at least 20 minutes of seated time for lunch.

Applicable Policy Item from WellSAT WSCC Policy: Addresses the amount of “seat time” students have to eat school meals.

NES7: In your district, is it a priority to procure locally produced foods for school meals?

Note: you can apply the definition of "local" as it is used in your region.

Which Team Should Answer? District

Rating	Explanation and Examples
NA	Not applicable
0	Our school does not purchase locally produced foods for school meals.
1	Our school purchases some locally produced foods for school meals, but it is not a priority.
2	Our school prioritizes purchasing locally produced foods for school meals.

Applicable Policy Item from WellSAT WSCC Policy: 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>

NES8: Is everyone who provides snacks in the school trained on how to access the USDA Smart Snacks nutrition standards to check and see if an item can be sold in school during the school day?

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	No, training has not been provided to all staff and teachers.
1	Training has been provided to all staff and teachers in the past.
2	Yes, training is provided to all staff and teachers on a regular basis.

Applicable Policy Item from WellSAT WSCC Policy: USDA Smart Snacks standards are easily accessed in the policy.

NES9: Does your school allow fundraisers with foods and beverages that are not compliant with Smart Snacks standards?

Note: If your school does not have any food or beverage fundraisers, rate this question a 2.

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	Our fundraisers with food and beverages are often not compliant with Smart Snacks standards.
1	Our fundraisers with food and beverages are occasionally not compliant with Smart Snacks standards.
2	All fundraisers are compliant with Smart Snacks standards OR there are no food or beverage fundraisers.

Applicable Policy Item from WellSAT WSCC Policy: Exemptions for infrequent school-sponsored fundraisers.

NES10: Are foods or beverages containing caffeine sold at the high school level?

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable (e.g., this assessment is not for a high school)
0	Products containing caffeine are sold at the high school level.
1	In rare occurrences, products with caffeine are sold at the high school level.
2	Products with caffeine are not sold at the high school level.

Applicable Policy Item from WellSAT WSCC Policy: 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.

NES11: Do all foods or beverages SERVED (not sold) to students after the school day on school grounds (including aftercare, clubs, and afterschool programming) meet federal nutrition standards (e.g., CACFP or Smart Snacks)?

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	There are foods or beverages served after the school day that do not meet federal nutrition standards.
1	In rare occurrences, there are foods or beverages served after the school day that do not meet federal nutrition standards.
2	All foods or beverages served after the school day meet federal nutrition standards.

Applicable Policy Item from WellSAT WSCC Policy: Addresses nutrition standards for all foods and beverages served (not sold) to students after the school day, including, before/after care on school grounds, clubs, and after school programming.

NES12: Do all foods or beverages SOLD (not served) to students after the school day on school grounds (including aftercare, clubs, sporting events, and afterschool programming) meet federal nutrition standards (e.g., CACFP or Smart Snacks)?

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	There are foods or beverages sold after the school day that do not meet federal nutrition standards.
1	In rare occurrences, there are foods or beverages sold after the school day that do not meet federal nutrition standards.
2	All foods or beverages sold after the school day meet federal nutrition standards.

Applicable Policy Item from WellSAT WSCC Policy: Addresses nutrition standards for all foods and beverages sold (not served) to students after the school day, including before/after care on school grounds, clubs, and after school programming.

NES13: Do teachers or school staff give students food as a reward?

Example: giving out candy for a correct answer or having a pizza party for the class who reads the most books.

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	There are teachers or staff who give food as a reward.
1	In rare occurrences, teachers or staff give food as a reward.
2	There are no teachers or staff who give food as a reward.

Applicable Policy Item from WellSAT WSCC Policy: Addresses food not being used as a reward.

NES14: Do students have consistent and easy access to free drinking water throughout the school day?

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	No, students do not have access to free drinking water throughout the school day.
1	Students have limited access to free water outside the cafeteria (e.g., there are few locations of water fountains or water-filling stations).
2	Yes, students have consistent and easy access to free drinking water throughout the school day (e.g., there are water fountains or water-filling stations throughout the school).

Applicable Policy Item from WellSAT WSCC Policy: Addresses availability of free drinking water throughout the school day.

Summary: Nutrition and Environment Services Domain

A. Sum of Item Scores

Add up all of the ratings of 0, 1, & 2 for this domain

B. Maximum Score Possible (excluding N/A items)

Multiply the number of applicable items x 2

C. Final Domain Score

Calculate by dividing A / B and multiplying by 100

Record Final Domain Score: _____

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](#).

NE1: Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?

Examples include: media awareness, menu planning, reading nutrition facts labels.

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	Nutrition education does not use skills-based, behavior-focused, and interactive methods OR nutrition education is not provided.
1	Nutrition education sometimes uses skills-based, behavior-focused, and interactive methods.
2	Nutrition education consistently used skills-based, behavior-focused, and interactive methods.

Applicable Policy Item from WellSAT WSCC Policy: Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.

NE2: Do all elementary school students receive sequential and comprehensive nutrition education?

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable (e.g., district does not have elementary schools OR this assessment is not for an elementary school)
0	Nutrition education is not provided.
1	Nutrition education is only provided to some elementary school grade levels.
2	Sequential and comprehensive nutrition education is provided to all elementary school grade levels.

Applicable Policy Item from WellSAT WSCC Policy: All elementary school students receive sequential and comprehensive nutrition education.

NE3: Do all middle school students receive sequential and comprehensive nutrition education?

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable (e.g., district does not have middle schools OR this assessment is not for a middle school)
0	Nutrition education is not provided.
1	Nutrition education is provided to only some middle school grade levels.
2	Sequential and comprehensive nutrition education is provided to all middle school grade levels.

Applicable Policy Item from WellSAT WSCC Policy: All middle school students receive sequential and comprehensive nutrition education.

NE4: Do all high school students receive sequential and comprehensive nutrition education?

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable (e.g., district does not have high schools OR this assessment is not for a high school)
0	Nutrition education is not provided.
1	Nutrition education is provided to only some high school grades (e.g., Students are only required to take one health education credit that includes nutrition education).
2	Sequential and comprehensive nutrition education is provided to all high school grade levels.

Applicable Policy Item from WellSAT WSCC Policy: All high school students receive sequential and comprehensive nutrition education.

NE5: Is nutrition education integrated into other academic subjects?

Examples include: using nutrition facts labels to learn percentages; using a vegetable garden to learn plant biology.

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	Nutrition education is not integrated into other subjects.
1	Some instructional staff may choose on their own to integrate nutrition education into other academic subjects.
2	School leadership provides resources to help instructional staff integrate nutrition into other academic subjects.

Applicable Policy Item from WellSAT WSCC Policy: Nutrition education is integrated into other academic subjects.

NE6: Do school nutrition services staff members and teachers collaborate to provide nutrition education to students?

Examples include: collaborate to design nutrition education programs or lessons, use the cafeteria setting to reinforce nutrition education in the classroom (e.g., posters), collaborate to provide food from the cafeteria to enhance academic lessons, provide a classroom tour of cafeteria or meet and greet with School Nutrition staff.

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	School nutrition services staff members and teachers do not collaborate.
1	School nutrition services staff members and teachers may choose on their own to collaborate to provide nutrition education to students.
2	School leadership provides resources to support collaboration between school nutrition services staff and teachers.

Applicable Policy Item from WellSAT WSCC Policy: Links nutrition education with the food environment.

NE7: Does the curriculum address agriculture and the food system? (e.g., science, nutrition education, health, social studies)

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	Agriculture and the food system are not included in any of the curricula.
1	Some teachers choose on their own to include agriculture and the food system in their lessons.
2	Agriculture and the food system is addressed in one or more places in our curriculum.

Applicable Policy Item from WellSAT WSCC Policy: School curriculum address agriculture and the food system.

HE1: Are elementary school health education lessons taught by teachers who are certified/licensed in health education?

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable (e.g., this assessment is not for an elementary school)
0	No health education provided.
1	Health education is provided primarily by teachers who are not certified/licensed in health education.
2	Health education is provided primarily by teachers who are certified/licensed in health education.

Applicable Policy Item from WellSAT WSCC Policy: Specifies that health education at the elementary school level is provided by teachers who are certified/licensed in health education.

HE2: Are middle school health education lessons taught by teachers who are certified/licensed in health education?

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable (e.g., this assessment is not for a middle school)
0	No health education provided.
1	Health education is provided primarily by teachers who are not certified/licensed in health education.
2	Health education is provided primarily by teachers who are certified/licensed in health education.

Applicable Policy Item from WellSAT WSCC Policy: Specifies that health education at the middle school level is provided by teachers who are certified/licensed in health education.

HE3: Are high school health education lessons taught by teachers who are certified/licensed in health education?

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable (e.g., this assessment is not for a high school)
0	No health education provided.
1	Health education is provided primarily by teachers who are not certified/licensed in health education.
2	Health education is provided primarily by teachers who are certified/licensed in health education.

Applicable Policy Item from WellSAT WSCC Policy: Specifies that health education at the high school level is provided by teachers who are certified/licensed in health education.

HE4: Are health education topics taught in your curriculum aligned with national and/or state standards?

Note: If there is no health curriculum, rate this question 0.

Note: standards are set by a government or professional organization to describe what all students should learn; a curriculum contains teaching materials (e.g., lesson plans) to meet these standards. National Standards: <https://www.shapeamerica.org/standards/health/new-he-standards.aspx>

Which Team Should Answer? District

Rating	Explanation and Examples
NA	Not applicable
0	Health education topics do not align with national and/or state standards OR we do not have a health curriculum.
1	Health education topics cover some of those required by national and/or state standards.
2	All health education topics align with national and/or state standards.

Applicable Policy Item from WellSAT WSCC Policy: Addresses alignment between the health education curriculum and national and/or state standards.

HE5: Have specific efforts been made to ensure that the health curriculum addresses the health needs of students in your local community?

Note: standards are set by a government or professional organization to describe what all students should learn; a curriculum contains teaching materials (e.g., lesson plans) to meet these standards.

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	There have not been specific efforts to align the health curriculum with the health needs of students in the community.
1	There have been some efforts to improve alignment of the health curriculum with the health needs of students in the community (e.g., addressing a single chronic health condition, responding to a specific concern raised by a community member).
2	Data are regularly reviewed to ensure alignment of the health curriculum with the health needs of students in the community.

Applicable Policy Item from WellSAT WSCC Policy: Addresses alignment between the health education curriculum goals and the health needs of students in the community.

HE6: Is health education integrated into other academic subjects?

Examples include: Math teachers utilize exercise data (e.g., heart rate, caloric intake) in measurement unit, social studies teachers incorporate drug legalization debates in lessons.

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	Health education is not integrated into other subjects.
1	Some instructional staff may choose on their own to integrate health education into other academic subjects.
2	School leadership provides resources to help instructional staff integrate health into other academic subjects.

Applicable Policy Item from WellSAT WSCC Policy: Health education is integrated into other academic subjects.

HE7: Does the health education curriculum incorporate the CDC’s characteristics of an effective health education curriculum?

Note: See link to 15 characteristics: <https://www.cdc.gov/assessing-improving-school-health/health-education-curriculum/index.html>

Which Team Should Answer? **District**

Rating	Explanation and Examples
NA	Not applicable
0	The health education curriculum incorporates few (less than 5) of the CDC characteristics OR the curriculum has not been evaluated.
1	The health education curriculum incorporates some of the CDC characteristics (5-10).
2	The health education curriculum incorporates most of the CDC characteristics (more than 10).

Applicable Policy Item from WellSAT WSCC Policy: Incorporates the CDC’s characteristics of an effective health education curriculum: <https://www.cdc.gov/assessing-improving-school-health/health-education-curriculum/index.html>.

HE8: How often is the health education curriculum evaluated and revised?

Note: standards are set by a government/national organization to describe what all students should learn; a curriculum contains teaching materials (e.g., lesson plans) to meet these standards.

Which Team Should Answer? **District**

Rating	Explanation and Examples
NA	Not applicable
0	The health education curriculum is not evaluated and revised on a regular schedule OR there is no written health education curriculum.
1	The health education curriculum is evaluated and revised, using the HECAT or another such tool, when specific questions arise (e.g., changes in standards, community concerns expressed).
2	The health education curriculum is evaluated and revised, using the HECAT or another such tool, on a planned schedule (e.g., every three years).

Applicable Policy Item from WellSAT WSCC Policy: Specifies that health education curriculum will be evaluated and revised.

HE9: Is ongoing professional development offered every year for health education teachers that is relevant and specific to health education?

Which Team Should Answer? District

Rating	Explanation and Examples
NA	Not applicable
0	Relevant professional development has not been offered to health education teachers in over 3 years.
1	Relevant professional development has been offered to health education teachers within the past two or three years.
2	Relevant professional development is offered to health education teachers every year.

Applicable Policy Item from WellSAT WSCC Policy: Addresses providing professional development opportunities for health education teachers.

Summary: Health Education and Nutrition Education Domain

A. Sum of Item Scores

Add up all of the ratings of 0, 1, & 2 for this domain

B. Maximum Score Possible (excluding N/A items)

Multiply the number of applicable items x 2

C. Final Domain Score

Calculate by dividing A / B and multiplying by 100

Record Final Domain Score: _____

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](#)

PEPA1: Does the district have a written physical education curriculum that is implemented consistently for every grade?

Note: standards are set by a government/national organization to describe what all students should learn; a curriculum contains teaching materials (e.g., lesson plans) to meet these standards.

Which Team Should Answer? District

Rating	Explanation and Examples
NA	Not applicable
0	There is not a written physical education curriculum.
1	There is a written physical education curriculum, but it is implemented for only some grades.
2	There is a written physical education curriculum, and it is implemented for every grade.

Applicable Policy Item from WellSAT WSCC Policy: There is a written physical education curriculum for grades K-12.

PEPA2: Does the district have a written physical education curriculum that is aligned with national and/or state standards?

Note: standards are set by a government/national organization to describe what all students should learn; a curriculum contains teaching materials (e.g., lesson plans) to meet these standards.

Which Team Should Answer? **District**

Rating	Explanation and Examples
NA	Not applicable (If there is no written physical education curriculum, select 0)
0	There is not a written physical education curriculum.
1	There is a written physical education curriculum, but it is not aligned with national/state standards.
2	There is a written physical education curriculum that is aligned with national/state standards.

Applicable Policy Item from WellSAT WSCC Policy: The written physical education curriculum for each grade is aligned with national and/or state physical education standards.

PEPA3: How does your physical education program promote a physically active lifestyle?

Examples include: follows SHAPE standards; focuses on self-assessment through a “Fitnessgram” or “Activitygram;” teaches skills needed for lifelong physical fitness (e.g., hiking, running, swimming, yoga, golf, weight training, geocaching, etc.)

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable (If there is no physical education program, select 0)
0	Our PE program does not promote a physically active lifestyle (e.g., the program focuses primarily on teaching rules for different sports) OR there is no physical education program.
1	Our PE program teaches limited lifetime physical activities
2	Our PE program teaches a variety of lifetime physical activities.

Applicable Policy Item from WellSAT WSCC Policy: Physical education promotes a physically active lifestyle.

PEPA4: How many minutes per week of PE does each grade in elementary school receive?

Note: SHAPE America recommends that schools provide 150 minutes of instructional PE for elementary school children per week for the entire school year. This does NOT include physical activity accrued during recess.

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable (e.g., district does not have elementary schools OR this assessment is not for an elementary school)
0	Elementary school students receive less than 150 minutes per week of PE most weeks.
1	Most elementary school students receive 150 minutes per week of PE most weeks.
2	All elementary school students receive 150 minutes or more of PE every week.

Applicable Policy Item from WellSAT WSCC Policy: Addresses time per week of physical education instruction for all elementary school students.

PEPA5: How many minutes per week of PE does each grade in middle school receive?

Note: SHAPE America recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable (e.g., district does not have middle schools OR this assessment is not for a middle school)
0	Middle school students receive less than 225 minutes per week of PE most weeks.
1	Most middle school students receive 225 minutes per week of PE most weeks.
2	All middle school students receive 225 minutes or more of PE every week.

Applicable Policy Item from WellSAT WSCC Policy: Addresses time per week of physical education instruction for all middle school students.

PEPA6: How many minutes per week of PE does each grade in high school receive?

Note: SHAPE America recommends that schools provide 225 minutes of instructional physical education for ALL high school students per week for the entire school year.

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable (e.g., district does not have high schools OR this assessment is not for a high school)
0	High school students receive less than 225 minutes per week of PE most weeks.
1	Most high school students receive 225 minutes per week of PE most weeks.
2	All high school students receive 225 minutes or more of PE every week.

Applicable Policy Item from WellSAT WSCC Policy: Addresses time per week of physical education instruction for all high school students.

PEPA7: Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	Fewer than half of the school's physical education classes are taught by state certified/licensed teachers.
1	At least half, but not all, of the physical education classes are taught by state certified/licensed teachers.
2	All of the physical education classes are taught by state certified/licensed teachers.

Applicable Policy Item from WellSAT WSCC Policy: Addresses qualifications for physical education teachers for grades K-12.

PEPA8: Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?

Which Team Should Answer? District

Rating	Explanation and Examples
NA	Not applicable
0	Relevant professional development has not been offered to PE teachers in over 3 years.
1	Relevant professional development has been offered to PE teachers within the past two or three years.
2	Relevant professional development is offered to PE teachers every year.

Applicable Policy Item from WellSAT WSCC Policy: Addresses providing physical education training for physical education teachers.

PEPA9: What percentage of students do you estimate do not take the required PE credit(s) each year due to exemptions?

Note: A PE exemption is when students are permitted to not take PE because of enrollment in other courses such as math, science, or vocational training. This does not include exemptions due to disability, religious or medical reasons. For elementary schools, this applies to weekly PE participation.

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	Many students are given exemptions (e.g., more than 20% of students).
1	Some students are given exemptions (e.g., more than 5% but less than 20%).
2	Few students are given exemptions (e.g., less than 5%).

Applicable Policy Item from WellSAT WSCC Policy: 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.

PEPA10: What percentage of students do you estimate do not take the required PE credit(s) due to substitutions?

Note: A PE substitution is when students are permitted to not take PE because they are engaged in another physical activity such as JROTC or other school sports. For elementary, this applies to weekly PE participation.

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	Many students do not take PE due to substitutions (e.g., more than 20% of students).
1	Some students do not take PE due to substitutions (e.g., more than 5% but less than 20%).
2	Few students do not take PE due to substitutions (e.g., less than 5%).

Applicable Policy Item from WellSAT WSCC Policy: 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 JROTC or other school sports.

PEPA11: Are there opportunities or organized events for families and community members to engage in physical activity at school?

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	There are not opportunities or organized events for families and community members to engage in physical activity at school.
1	There are opportunities or organized events for families and community members to engage in physical activity at school a few times a year.
2	There are opportunities or organized events for families and community members to engage in physical activity at school at least once a month.

Applicable Policy Item from WellSAT WSCC Policy: Addresses family and community engagement in physical activity opportunities at all schools.

PEPA12: Are there opportunities for all students to engage in physical activity before and after school?

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	Before or after school physical activity is not offered.
1	Before and after school physical activity is offered some days or for some students (e.g., only if students are on a sports team).
2	Before and after school physical activity is offered most days for most students (e.g., supervision is provided before or after school for students to engage in free play, regardless of sport affiliation).

Applicable Policy Item from WellSAT WSCC Policy: Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.

PEPA13: To what extent is daily recess provided to all elementary school students?

Note: Best practices for recess: a) it is at least 20 minutes per day; b) it is supervised by trained teachers or staff encouraging students to be active; and c) students have access to safe and appropriate physical activity equipment.

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable (e.g., district does not have elementary schools OR this assessment is not for an elementary school)
0	Daily recess is not provided in elementary school.
1	Daily recess is provided for fewer than 20 minutes, or not for all grades in elementary school.
2	Daily recess is provided for at least 20 minutes for all grades in elementary school.

Applicable Policy Item from WellSAT WSCC Policy: Addresses recess for all elementary school students.

PEPA14: Do teachers provide regular physical activity breaks or integrate physical activity into their instruction for students in the classroom?

Note: Physical activity breaks could include 5-10 minute "brain breaks" when transitioning activities or integrating movement into other subject area lessons.

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	Most teachers do not provide regular physical activity breaks for students.
1	Some teachers provide physical activity breaks or integration within their instruction for students (e.g., <50% of teachers).
2	Most teachers do provide regular physical activity breaks or integration within their instruction for students (e.g., >50% of teachers).

Applicable Policy Item from WellSAT WSCC Policy: Addresses physical activity breaks during school.

PEPA15: Does the schools in the district have “joint-use” or “shared-use” agreements so that community members can use school building and grounds for physical activity when school is not in session?

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	There are no joint-use agreements.
1	There are joint-use agreements in place, but community members do not use school buildings or grounds for physical activity.
2	There are community members who use school buildings and grounds for physical activity through joint-use agreements.

Applicable Policy Item from WellSAT WSCC Policy: Joint or shared-use agreements for physical activity participation at all schools.

PEPA16: What proportion of students walk or bike to school?

Note: If the environment surrounding the school is not conducive for students to safely walk or bike to school (e.g., no sidewalks), rate this question N/A.

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable (e.g., the environment surrounding the school is not conducive for students to safely walk or bike to school)
0	It is rare for a student to walk or bike to school.
1	Some (more than 5%, less than 20%) students regularly walk or bike to school.
2	More than 20% of the students regularly walk or bike to school.

Applicable Policy Item from WellSAT WSCC Policy: District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.

PEPA17: Do teachers use physical activity as a reward for students?

For example: providing extra recess, taking a walk around the school, or playing an active game in the classroom.

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	There are no teachers who use physical activity as a reward.
1	There are some teachers who use physical activity as a reward.
2	There are many teachers who use physical activity as a reward.

Applicable Policy Item from WellSAT WSCC Policy: Addresses using physical activity as a reward.

PEPA18: Do teachers ever use physical activity as a behavioral consequence?

Examples include: telling students to run extra laps or do other physical activities as behavioral consequence.

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	There are teachers who use physical activity as a behavioral consequence.
1	In rare occurrences, teachers use physical activity as a behavioral consequence.
2	There are no teachers who use physical activity as a behavioral consequence.

Applicable Policy Item from WellSAT WSCC Policy: Addresses physical activity not being used as a punishment.

PEPA19: Do teachers ever withhold physical activity as a behavioral consequence?

Examples include: taking away recess, taking away PE, or requiring students to sit in one place for an extended period of time.

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	There are teachers who withhold physical activity as a behavioral consequence.
1	In rare occurrences, teachers withhold physical activity as a behavioral consequence.
2	There are no teachers who withhold physical activity as a behavioral consequence.

Applicable Policy Item from WellSAT WSCC Policy: Addresses physical activity not being withheld as a punishment.

Summary: Physical Education and Physical Activity Domain

A. Sum of Item Scores

Add up all of the ratings of 0, 1, & 2 for this domain

B. Maximum Score Possible (excluding N/A items)

Multiply the number of applicable items x 2

C. Final Domain Score

Calculate by dividing A / B and multiplying by 100

Record Final Domain Score: _____

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](#).

EW1: Are there strategies used by the school to support employee wellness?

Examples include: "Health and wellness classes are offered to staff." "School physical activity equipment is available for use by staff before or after school to support employee wellness." "Free water and healthy snacks are available in the staff break room."

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	There are no specific efforts to support employee wellness.
1	There are occasional efforts to support employee wellness.
2	There are multiple, consistent efforts to support employee wellness.

Applicable Policy Item from WellSAT WSCC Policy: Addresses strategies to support employee wellness.

EW2: Are school staff encouraged to model healthy eating and physical activity behaviors in front of students? If yes, how does the school encourage this behavior?

Examples include: Provides staff with opportunities for healthy eating such as subsidized fruits, vegetables, and water in the cafeteria or lounge; advises staff not to consume sugary drinks at school; Encourages teachers to be active with students.

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	School staff are not encouraged to model healthy nutritional behaviors.
1	Some school staff choose on their own to model healthy eating and physical activity behaviors.
2	School leadership actively encourages and provides opportunities for school staff to model healthy eating and physical activity behaviors.

Applicable Policy Item from WellSAT WSCC Policy: Encourages staff to model healthy eating and physical activity behaviors.

EW3: Is employee wellness a priority in the school or district organizational structure?

Examples include: An employee wellness goal is included in the strategic plan; there is at least one staff member designated to lead employee wellness initiatives.

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Employee wellness is not embedded in the school organizational structure.
1	Employee wellness is somewhat embedded in the school organizational structure.
2	There are multiple ways that employee wellness is embedded in the school organizational structure.

Applicable Policy Item from WellSAT WSCC Policy: Designates employee wellness as a priority in the district organizational structure.

EW4: Are health education materials regularly shared with employees?

Examples include: health tips are shared in a quarterly staff newsletter; a reminder to get flu vaccines each fall.

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Health education materials are not shared with employees.
1	Health education materials are occasionally shared with employees or when a specific need arises.
2	Health education materials are regularly shared with employees.

Applicable Policy Item from WellSAT WSCC Policy: Includes dissemination of health education materials with school employees.

EW5: Are health risk screenings offered to employees on a regular schedule?

Note: This includes those offered on site by the school or through school-provided insurance. (e.g., semi-annual blood pressure screening)

Which Team Should Answer? District

Rating	Explanation and Examples
NA	Not applicable
0	Health risk screenings are not offered to employees.
1	Health risk screenings are offered to employees on occasion.
2	Health risk screenings are offered to employees on a regular schedule.

Applicable Policy Item from WellSAT WSCC Policy: Addresses coordination with health insurance providers to conduct health risk screening.

EW6: Has the school implemented environmental modifications to support employees' healthy lifestyles?

Examples include: access to free water; free access to school meals; scheduled physical activity breaks; removing vending/candy machines from the lounge; constructing an outdoor walking path around the building.

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	The school has not implemented environmental modifications to support employees' healthy lifestyles.
1	The school is planning to implement environmental modifications to support employees' healthy lifestyles.
2	The school has implemented environmental modifications to support employees' healthy lifestyles.

Applicable Policy Item from WellSAT WSCC Policy: Addresses creating an environment that supports employees' healthy lifestyles.

EW7: Are social and emotional supports for school employees easily accessible through employee wellness programming?

Note: This may include the use of Employee Assistance Programs, substance use or other mental health treatment programs.

Which Team Should Answer? District

Rating	Explanation and Examples
NA	Not applicable
0	There are not social and emotional supports for employees.
1	There are social and emotional supports for employees, but they are not easily accessible.
2	Social and emotional supports for employees are easily accessible.

Applicable Policy Item from WellSAT WSCC Policy: Addresses social and emotional supports for school employees including the use of Employee Assistance Programs or other programs.

EW8: Is employee input used in the design and evaluation of employee wellness programs?

Examples include: sending a survey to all staff to gather input, collecting feedback on effectiveness of current employee wellness programs.

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Employee input is not invited in the design and evaluation of employee wellness programs.
1	It is unclear if employee input is used in the design and evaluation of employee wellness programs.
2	Employee input is used in the design and evaluation of employee wellness programs.

Applicable Policy Item from WellSAT WSCC Policy: Includes use of employee input in design and evaluation of employee wellness programs.

EW9: Does employee wellness programming address employee tobacco use?

Which Team Should Answer? District

Rating	Explanation and Examples
NA	Not applicable
0	Employee wellness programming does not address employee tobacco use.
1	Employee wellness programming addresses employee tobacco use but does not offer cessation programs.
2	Employee wellness programming addresses employee tobacco use by offering tobacco cessation programs.

Applicable Policy Item from WellSAT WSCC Policy: Addresses tobacco use by school employees.

EW10: What action does the school take to promote a positive workplace climate?

Examples include: employee harassment protocols; supporting relationships among staff.

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	The school does not make efforts to promote a positive workplace climate.
1	The school makes occasional efforts to promote a positive workplace climate.
2	The school prioritizes consistent efforts to promote a positive workplace climate.

Applicable Policy Item from WellSAT WSCC Policy: Addresses promotion of a positive workplace climate.

EW11: Are space and breaktime consistently provided for lactation/breast feeding?

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	Space and breaktime are not provided for lactation/breast feeding.
1	Space and breaktime are sometimes provided for lactation/breast feeding.
2	Space and breaktime are consistently provided for lactation/breast feeding.

Applicable Policy Item from WellSAT WSCC Policy: Addresses space and break time for lactation/breast feeding.

Summary: Employee Wellness Domain

A. Sum of Item Scores

Add up all of the ratings of 0, 1, & 2 for this domain

B. Maximum Score Possible (excluding N/A items)

Multiply the number of applicable items x 2

C. Final Domain Score

Calculate by dividing A / B and multiplying by 100

Record Final Domain Score: _____

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](#).

BS1: Does the school engage in a process to identify students with social, emotional, and behavioral (SEB) needs?

Examples include: adult or self-referral practices, universal data collection practices.

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	There is no established process (e.g., methods, procedures) to identify students with SEB needs.
1	Adult or self-referral practices are utilized to identify students with SEB needs (e.g., teacher or parent contacts school-based mental health professional directly to request support, student requests SEB support).
2	Adult or self-referral practices AND universal data collection practices (e.g., administration of screeners, review of schoolwide grades and discipline data) are utilized to identify students with SEB needs.

Applicable Policy Item from WellSAT WSCC Policy: Addresses a process to identify students with social, emotional, and/or behavioral (SEB) needs (e.g., adult or self-referral practices, universal data collection practices).

BS2: Does the school have a team that meets regularly to discuss and establish interventions to address the social, emotional, and behavioral (SEB) needs of students?

Note: This is an approach in which students who are exhibiting social, emotional, and behavioral (SEB) needs are referred to an internal support team who develops and implements an intervention plan. These students may be identified through adult or self-referral practices or universal data-collection practices.

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	The school does not have a formal team that meets to discuss and establish interventions to meet the SEB needs of students. This includes informal meetings held amongst staff members pertaining to SEB needs due to the absence of an established internal support team.
1	There is a formal team that can react to student SEB needs, but it does not meet regularly.
2	The school has a formal team that meets regularly to discuss and respond to SEB needs.

Applicable Policy Item from WellSAT WSCC Policy: Identifies a school-based team that meets regularly to discuss students' SEB needs.

BS3: Does the school have a credentialed behavioral health service provider?

Examples include: school psychologist, social worker, school counselor, health services clinician.

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	The school does not have any credentialed or non-credentialed staff to support the behavioral health needs of students.
1	Only non-credentialed staff are available to support the behavioral health needs of students (e.g., paraprofessionals, interns).
2	Credentialed staff (including contracted professionals) are available to support the behavioral health needs of students (e.g., school psychologist, social worker, school counselor, health services clinician).

Applicable Policy Item from WellSAT WSCC Policy: Addresses availability of credentialed behavioral health service providers in district schools (e.g., social workers, school psychologists, and/or school counselors).

BS4: Does the school use evidence-based prevention and intervention strategies to meet a continuum of social, emotional, and behavioral (SEB) needs?

Examples include: tiered supports, multi-tiered systems of support related to SEB needs.

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	The school does not implement evidence-based prevention and intervention strategies to meet the continuum of student SEB needs.
1	The school uses some evidence-based prevention or intervention strategies with select students (e.g., certain populations, more intensive needs).
2	The school provides a continuum of prevention and intervention programs and student support services that address a variety of SEB needs (e.g., positive behavioral supports, emotion regulation, substance use and suicide prevention).

Applicable Policy Item from WellSAT WSCC Policy: Addresses use of evidence-based prevention and intervention strategies to meet a continuum of social, emotional, and behavioral needs.

BS5: Does the school have a data-driven process for monitoring the student’s response to social, emotional, and behavioral interventions? (e.g., progress monitoring)

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	The school does not implement a data-driven process to monitor students’ responses to social, emotional, and behavioral interventions.
1	The district does not consistently implement a data-driven process to monitor and respond to students’ responses to social, emotional, and behavioral interventions.
2	The district consistently implements a data-driven process to monitor and respond to students’ responses to social, emotional, and behavioral interventions.

Applicable Policy Item from WellSAT WSCC Policy: Defines a data-driven process for monitoring response to supports for students with SEB needs.

BS6: Does the school coordinate with community-based providers to support student social, emotional, and behavioral (SEB) needs?

Examples include: seeking family permission to communicate with external providers to improve student SEB support in the school setting, engaging in shared-use agreements to enable community-based providers to deliver services in the school building, sharing information with families about community-based resources.

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	The school does not coordinate with community-based providers.
1	The school coordinates with community-based providers in select situations (e.g., school psychologist communicates with external provider for students on their counseling caseload, school counselor provides families with contact information for community-based provider).
2	The school maintains strong connections with community-based providers to support student SEB needs.

Applicable Policy Item from WellSAT WSCC Policy: Addresses coordination with community-based providers to support student SEB needs.

BS7: Does the school proactively communicate with families to support social, emotional, and behavioral (SEB) needs?

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	The school does not communicate with families about SEB needs or supports.
1	The school communicates with families about SEB supports in response to identified needs.
2	The school communicates proactively with families to support social, emotional, and behavioral (SEB) needs.

Applicable Policy Item from WellSAT WSCC Policy: Addresses proactive communication with families to support students' SEB needs.

Summary: Behavioral Supports Domain

A. Sum of Item Scores

Add up all of the ratings of 0, 1, & 2 for this domain

B. Maximum Score Possible (excluding N/A items)

Multiply the number of applicable items x 2

C. Final Domain Score

Calculate by dividing A / B and multiplying by 100

Record Final Domain Score: _____

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](#).

CI1: Does the district recruit community members to participate on the wellness committee?

Which Team Should Answer? District

Rating	Explanation and Examples
NA	Not applicable
0	The district does not recruit community members to participate on the wellness committee.
1	Community members who approach the district with their interest may participate on the wellness committee, but the district does not actively seek community participation.
2	The district actively recruits community members to serve on the wellness committee (e.g., invites a range of community members to participate, publishes invitations on school and town websites and social media).

Applicable Policy Item from WellSAT WSCC Policy: Addresses community representation on district wellness committee.

CI2: Does the district include community members in the periodic review and update of the school wellness policy (may also be called the health action plan)?

Which Team Should Answer? District

Rating	Explanation and Examples
NA	Not applicable
0	The district does not include community members in the review and update of the school wellness policy.
1	Community members who approach the district with their interest may participate in the review, but the district does not actively seek community participation.
2	The district actively recruits and engages community members to help in periodically reviewing and updating the school wellness policy.

Applicable Policy Item from WellSAT WSCC Policy: Addresses community members participation in the development, implementation, and periodic review and update of the local wellness policy.

CI3: Does the school provide frequent and consistent opportunities for student service learning in the community?

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	The school does not provide opportunities for student service learning in the community.
1	The school occasionally provides one-time opportunities for student service learning.
2	The school provides frequent and consistent opportunities for student service learning.

Applicable Policy Item from WellSAT WSCC Policy: Specifies community-based opportunities for student service learning.

Summary: Community Involvement Domain

A. Sum of Item Scores

Add up all of the ratings of 0, 1, & 2 for this domain

B. Maximum Score Possible (excluding N/A items)

Multiply the number of applicable items x 2

C. Final Domain Score

Calculate by dividing A / B and multiplying by 100

Record Final Domain Score: _____

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](#).

FE1: Does the school recruit families to participate on the building-level wellness committee (also known as the school health team)?

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	The district does not recruit family members to participate on the wellness committee.
1	Family members who approach the district with their interest may participate on the wellness committee, but the district does not actively seek family participation.
2	The district actively recruits family members to serve on the wellness committee (e.g., invites all families to participate, issues invitations through school-wide email and other communications).

Applicable Policy Item from WellSAT WSCC Policy: Addresses family representation on district wellness committee.

FE2: Does the district include families' input in periodic review and update of the school health action plan?

Which Team Should Answer? District

Rating	Explanation and Examples
NA	Not applicable
0	The district does not periodically review and update the school health action plan OR the district does not include families in this work.
1	Family members who approach the school with their interest may participate in the review, but the district does not actively seek family participation.
2	The school actively recruits and engages all families in periodic review and update of the school health action plan (e.g., disseminates a survey to all families, invites all families to share public comment).

Applicable Policy Item from WellSAT WSCC Policy: Addresses family participation in the development, implementation, and periodic review and update of the local wellness policy.

FE3: Are opportunities for frequent and consistent family engagement provided throughout the school year?

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	There are no opportunities for family engagement.
1	There are occasional opportunities for family engagement (e.g., open house, field day).
2	There are frequent and consistent opportunities for family engagement (e.g., a series of events around one topic, recurring opportunities).

Applicable Policy Item from WellSAT WSCC Policy: Addresses providing opportunities for ongoing, sustained family engagement throughout the school year.

FE4: Does the school engage in frequent and consistent two-way communication with families?

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	The school engages in primarily one-way communication (e.g., school sending home information, families submit forms at the beginning of the school year).
1	There is occasional two-way communication (e.g., only at the beginning of the school year) or only with some families (e.g., families of students with significant health needs).
2	The school actively engages in frequent and consistent two-way communication with families.

Applicable Policy Item from WellSAT WSCC Policy: Addresses regular two-way communication with families.

FE5: How is input collected from families to plan and evaluate family engagement activities?

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Input is not collected from families to plan and evaluate family engagement activities.
1	Opportunities to share input regarding family engagement activities are provided to some families, but not all (e.g., those who attended an event, PTO/PTA).
2	Opportunities to share input regarding family engagement activities are provided to all families (e.g., through a survey or other means distributed to all families).

Applicable Policy Item from WellSAT WSCC Policy: Addresses alignment of family engagement activities with the needs of the community.

FE6: Do family engagement programs align with the district wellness policy?

Which Team Should Answer? **District OR School**

Rating	Explanation and Examples
NA	Not applicable
0	There have been no specific efforts to align family engagement programs with the district wellness policy.
1	There have been inconsistent efforts to improve alignment of family engagement programs with the district wellness policy.
2	Family engagement programs align with the district wellness policy.

Applicable Policy Item from WellSAT WSCC Policy: Addresses alignment of family engagement programs and district wellness objectives.

FE7: Are contextually-aligned practices used to connect with families?

Examples include: providing communications to families in their native or preferred language and preferred mode of communication; promoting an inviting and welcoming physical school environment (e.g., artwork in the halls that reflects the community); providing staff with ongoing professional development on evidence-based family engagement.

Which Team Should Answer? **District OR School**

Rating	Explanation and Examples
NA	Not applicable
0	Contextually-aligned practices are not used to connect with families.
1	Contextually-aligned practices are sometimes used to connect with families.
2	Contextually-aligned practices are intentionally used to connect with families.

Applicable Policy Item from WellSAT WSCC Policy: Addresses use of contextually-aligned practices to connect with families.

FE8: How is wellness-related information shared with families?

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Wellness-related information is not shared with families.
1	Wellness-related information is shared with families on occasion or in response to a specific need (e.g., holding one-time events, sharing pamphlets about a topic currently impacting the community).
2	Wellness-related information is shared with families on a regular schedule (e.g., holding ongoing events, sharing pamphlets about a variety of topics).

Applicable Policy Item from WellSAT WSCC Policy: Addresses sharing wellness-related information with families.

FE9: Does the school offer frequent and consistent volunteer opportunities to families to become more engaged in the school?

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	There are no opportunities for family members to volunteer at school.
1	There are occasional opportunities for families to volunteer in the school.
2	The school offers frequent and consistent opportunities to volunteer (e.g., all families receive invitations, invitations include a variety of opportunities and time commitments).

Applicable Policy Item from WellSAT WSCC Policy: Recommends that school-based volunteer opportunities be provided for families (e.g., parent teacher associations, parent teacher organizations, family-school committees).

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](#).

HS1: Does the school have a full-time qualified health service provider (e.g., registered nurse, nurse practitioner) onsite during the school day to deliver school health services?

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	The school does not have a full-time qualified health service provider onsite.
1	The school has a qualified health service provider onsite intermittently (e.g., provider shared between schools, provider onsite for part of the day or part of the week).
2	The school has a full-time qualified health service provider onsite during the school day.

Applicable Policy Item from WellSAT WSCC Policy: Addresses presence of qualified health service providers in schools.

HS2: Does the school coordinate with community-based health service providers to meet student health needs?

Examples include: bringing providers to the school to conduct preventative screenings, seeking family permission to communicate with providers to improve student support in the school setting, sharing information with families about community-based resources.

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	The school does not coordinate with community-based service providers.
1	The school coordinates with community-based service providers to meet the health needs of in select cases (e.g., referrals for individual students, management of individualized healthcare plans).
2	The school maintains robust connections with community-based service providers to meet the varied health needs of the student body.

Applicable Policy Item from WellSAT WSCC Policy: Addresses community-based service coordination and communication with providers to meet student health needs.

HS3: Does the school align its health services with the health needs of the community?

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	The school has not made specific efforts to align its health services with the health needs of the community.
1	The school has made efforts to improve alignment of its health services with the health needs of the community (e.g., addressing the needs of immigrant communities; a single chronic health condition, responded to a specific concern raised by a community member).
2	The school regularly reviews data (e.g., student health records, community information from the local Department of Public Health) to ensure alignment of its health services with the health needs of the community.

Applicable Policy Item from WellSAT WSCC Policy: Addresses alignment of health services with the health needs of students in the community.

HS4: How does the school engage and communicate with families to address individual student health needs?

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	The school does not engage and communicate with families to address individual student health needs.
1	The school engages and communicates with families to address individual student health needs as medical needs arise (e.g., allergy planning, obtain new medication consent).
2	The school regularly engages and communicates with families to address individual student health needs (e.g., regular updates on implementation of individualized healthcare plan).

Applicable Policy Item from WellSAT WSCC Policy: Addresses engagement of and communication with families to address individual student health needs.

HS5: Are contextually-aligned health information resources disseminated to students and families (e.g., pamphlets, flyers, posters, email)?

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Contextually-aligned health information resources are not shared with students and families.
1	Contextually-aligned health information is shared with families on occasion or in response to a specific need (e.g., holding one-time events, sharing pamphlets about a topic currently impacting the community)
2	Contextually-aligned health information is shared with families on a regular schedule (e.g., holding ongoing events, sharing pamphlets about a variety of topics)

Applicable Policy Item from WellSAT WSCC Policy: Specifies opportunities for dissemination of health information resources to students and families (e.g., pamphlets, flyers, posters).

HS6: Are physical health screenings (e.g., vision, hearing) provided to students within the school building?

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Physical health screenings are not provided to students.
1	Physical health screenings are only provided to some students (e.g., sports physicals to athletes).
2	Physical health screenings are provided to ALL students on a regular schedule.

Applicable Policy Item from WellSAT WSCC Policy: Addresses student physical health screenings (e.g., vision, hearing).

HS7: Does the school develop and implement Individualized Health Care Plans (IHCPs) for chronic disease assessment and management to meet individual student needs (e.g., asthma, diabetes, etc.)?

Note: A plan should extend beyond the provision of medication for emergency purposes

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	The school does not implement IHCPs for students with chronic health needs.
1	The school consistently implements IHCPs for some students with chronic health needs.
2	The school consistently implements IHCPs for all students with chronic health needs.

Applicable Policy Item from WellSAT WSCC Policy: Addresses assessment and planning for chronic disease management to meet individual student needs (e.g., asthma, diabetes, etc.).

HS8: How does the school manage allergies in the school environment?

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	The school does not employ strategies to manage allergies in the school environment.
1	The school implements strategies for general management of allergies in the school environment (e.g., providing staff with epinephrine injector training, limiting common food allergens), but does not develop individualized plans for students with known allergies.
2	The school employs strategies for general management of allergies in the school environment AND develops individualized plans for students with known allergies.

Applicable Policy Item from WellSAT WSCC Policy: Addresses management of allergies in the school environment.

HS9: How does the school address the provision of acute and emergency care?

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	The school has not developed procedures to provide acute and emergency care beyond calling an emergency number.
1	The school has developed procedures to provide acute and emergency care, but the training or materials required to implement those procedures are not provided.
2	The school provides training and materials to implement established procedures to provide acute and emergency care.

Applicable Policy Item from WellSAT WSCC Policy: Addresses provision of acute and emergency care.

HS10: Has the school developed a health services plan for response to student sexual risk behavior?

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	The school does not have a plan for responding to student sexual risk behavior.
1	The school inconsistently implements its health services plan in response to student sexual risk behavior.
2	The school consistently implements its health services plan in response to student sexual risk behavior.

Applicable Policy Item from WellSAT WSCC Policy: Specifies a health services plan for response to student sexual risk behavior (e.g., HIV/STD, pregnancy).

HS11: Has the school developed a health services plan for response to student substance use (e.g., tobacco, alcohol, illicit substances)?

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	The school does not have a plan for responding to student substance use.
1	The school inconsistently implements its health services plan in response to student substance use.
2	The school consistently implements its health services plan in response to student substance use.

Applicable Policy Item from WellSAT WSCC Policy: Specifies a health services plan for response to student substance use (e.g., tobacco, alcohol, illicit substances).

Summary: Health Services Domain

A. Sum of Item Scores

Add up all of the ratings of 0, 1, & 2 for this domain

B. Maximum Score Possible (excluding N/A items)

Multiply the number of applicable items x 2

C. Final Domain Score

Calculate by dividing A / B and multiplying by 100

Record Final Domain Score: _____

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](#).

SE1: Are regular cleaning and maintenance practices implemented?

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Cleaning and maintenance practices are implemented only in response to identified needs (e.g., spills, leaks, teacher requests).
1	Cleaning and maintenance practices are implemented to sustain general cleanliness (e.g., classroom trash emptied daily, cafeteria floor cleaned at least daily).
2	Cleaning and maintenance practices to sustain general cleanliness AND additional practices to maximize cleanliness are implemented (e.g., seasonal maintenance of HVAC, sanitizing or deep cleaning during school vacations).

Applicable Policy Item from WellSAT WSCC Policy: Identifies regular cleaning and maintenance practices for district buildings.

SE2: Are strategies to address mold and moisture in buildings implemented?

Examples of strategies include: ensuring pipes in bathrooms are free of leaks, performing a yearly inspection of adherence to indoor air quality guidelines such as the Environmental Protection Agency’s Indoor Air Quality for Schools Program, and maintaining acceptable levels of humidity.

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Strategies to address mold and moisture in buildings are not implemented.
1	Some strategies to address mold and moisture in buildings are implemented.
2	Many strategies to address mold and moisture in buildings are consistently implemented.

Applicable Policy Item from WellSAT WSCC Policy: Addresses prevention and safe removal (if applicable) of mold and moisture in district buildings.

SE3: Are strategies to minimize student and staff exposure to toxins (e.g., vehicle exhaust, mold, air pollution, pesticides, cleaning products) implemented?

Examples of strategies include: using non-hazardous cleaning supplies, actively enforcing a no-idling practice in school parking lots, safely disposing of hazardous waste from chemicals used in instruction (e.g., science labs, art classes).

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Strategies to minimize student and staff exposure to toxins are not implemented.
1	Some strategies to minimize student and staff exposure to toxins are implemented.
2	Many strategies to minimize student and staff exposure to toxins are consistently implemented.

Applicable Policy Item from WellSAT WSCC Policy: Addresses minimization of student and staff exposure to toxins (e.g., vehicle exhaust, mold, air pollution, pesticides, cleaning products).

SE4: Are strategies for monitoring and addressing air quality and ventilation for buildings and grounds implemented?

Examples of strategies include: ensuring air supply vents are unobstructed, performing a yearly inspection of adherence to indoor air quality guidelines such as the Environmental Protection Agency’s Indoor Air Quality for Schools Program, and regularly vacuuming carpeted surfaces.

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Strategies to monitor and address air quality and ventilation for buildings and grounds are not implemented.
1	Some strategies for monitoring and addressing air quality and ventilation for buildings and grounds are implemented.
2	Many strategies for monitoring and addressing air quality and ventilation for buildings and grounds are consistently implemented.

Applicable Policy Item from WellSAT WSCC Policy: Specifies a system for monitoring and addressing air quality and ventilation for district buildings and grounds.

SE5: Are strategies to monitor and address water quality in buildings implemented?

Examples of strategies include: testing the water quality from multiple sources on a monthly basis, routinely changing filters on water filling stations, and flushing plumbing after extended school breaks.

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Strategies to monitor and address water quality in buildings are not implemented.
1	Some strategies to monitor and address water quality in buildings are implemented.
2	Many strategies to monitor and address water quality in buildings are consistently implemented.

Applicable Policy Item from WellSAT WSCC Policy: Specifies system for monitoring and addressing water quality in district buildings.

SE6: Are strategies to manage pests implemented?

Examples of strategies include: keeping tree branches trimmed to at least 6 feet away from the building, maintaining weather stripping around doors and windows, allowing food and beverages only in designated areas, and regularly monitoring building and grounds for signs of pests.

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Strategies to manage pests are not implemented.
1	Some strategies to manage pests are implemented.
2	Many strategies to manage pests are consistently implemented.

Applicable Policy Item from WellSAT WSCC Policy: Specifies an integrated pest management plan.

SE7: Are strategies to promote an optimal learning and working environment implemented?

Note: The physical learning and work environment includes lighting, noise, and temperature. Examples of strategies include regulating classroom or office temperatures, moving classes or offices when acceptable temperatures cannot be maintained in a space, and regularly replacing light bulbs to ensure adequate lighting in all spaces.

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Strategies to promote an optimal learning and working environment are not implemented.
1	Some strategies to promote an optimal learning and working environment are implemented.
2	Many strategies to promote an optimal learning and work environment are consistently implemented.

Applicable Policy Item from WellSAT WSCC Policy: Addresses district buildings' physical condition such as lighting, noise, and temperature during normal operating hours and construction.

SE8: Do students and employees help maintain the school physical environment?

Which Team Should Answer? **District OR School**

Rating	Explanation and Examples
NA	Not applicable
0	Students and staff do not help maintain the school physical environment.
1	Students and employees occasionally do some maintenance of the physical environment (e.g., clean up after themselves, recycle).
2	Students and employees consistently contribute to the maintenance of the school physical environment (e.g., school improvement projects, class responsibilities towards cleanliness).

Applicable Policy Item from WellSAT WSCC Policy: Addresses student and employee involvement in maintaining the school physical environment (e.g., graffiti, littering, recycling).

SE9: Are facilities maintained in compliance with safety standards?

Examples include: standards for heating, ventilation, and air-conditioning systems; fire door standards; and standards for energy efficiency.

Which Team Should Answer? **District OR School**

Rating	Explanation and Examples
NA	Not applicable
0	Facilities are not maintained in compliance with safety standards.
1	Facility needs are addressed as they arise to ensure compliance with safety standards.
2	Facility needs are addressed as they arise AND proactive and regular practices to ensure ongoing compliance with safety standards (e.g., yearly inspections) are in place.

Applicable Policy Item from WellSAT WSCC Policy: Addresses maintenance of facilities and compliance to safety standards.

SE10: How are physical safety measures and procedures implemented?

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Physical safety measures and procedures are in place, but they are implemented inconsistently (e.g., surveillance cameras not always turned on during school hours, all doors have locks but some need to be repaired).
1	Physical safety measures and procedures are implemented consistently, but only by designated staff members (e.g., custodial staff, administrators).
2	Physical safety measures and procedures are known and consistently implemented by all members of the school community (e.g., students know not to prop open exterior doors, family members check-in at the office to pick up their child for early dismissal).

Applicable Policy Item from WellSAT WSCC Policy: Specifies physical safety measures (e.g., double entry access, surveillance, locked doors and windows) and/or procedures in district buildings and grounds (e.g., active supervision of hallways, check-in check-out systems for visitors, safe transport).

SE11: Is a safety team in place that includes appropriate representation from members of key groups?

Examples include: local police officer, local first responder, teacher, administrator responsible for interacting with federal immigration authorities, mental health professional, parent or guardian, special education representative.

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	A safety team is not in place, OR safety team does not meet regularly.
1	A safety team meets and plans on a regular basis, but the team does not include representation from members of key groups.
2	A safety team meets and plans on a regular basis, AND the team includes representation from members of key groups.

Applicable Policy Item from WellSAT WSCC Policy: Addresses the establishment of an ongoing school safety team with appropriate representation from key groups (e.g., local police officer, local first responder, teacher, administrator responsible for interacting with federal immigration authorities, mental health professional, parent or guardian, special education representative).

SE12: Is a crisis and response plan in place?

Which Team Should Answer? **District OR School**

Rating	Explanation and Examples
NA	Not applicable
0	The school has not developed a crisis and response plan.
1	The school has developed a crisis and response plan is in place, but the training or materials required to implement those procedures are not provided.
2	The school provides training and materials to implement the established crisis and response plan.

Applicable Policy Item from WellSAT WSCC Policy: Specifies a crisis preparedness and response plan.

SE13: Are resource officers trained in mental health or positive behavior approaches to managing student behavior?

Which Team Should Answer? **District**

Rating	Explanation and Examples
NA	Not applicable (e.g., the district does not have resource officers)
0	Resource officers are not trained in mental health or positive behavior supports.
1	Resource officers receive a one-time training in mental health or positive behavioral supports.
2	Resource officers receive ongoing training in mental health or positive behavioral supports.

Applicable Policy Item from WellSAT WSCC Policy: Addresses training for school resource officers in district buildings (if applicable).

Summary: Safe Environment Domain

A. Sum of Item Scores

Add up all of the ratings of 0, 1, & 2 for this domain

B. Maximum Score Possible (excluding N/A items)

Multiply the number of applicable items x 2

C. Final Domain Score

Calculate by dividing A / B and multiplying by 100

Record Final Domain Score: _____

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](#).

SEC1: Does the school conduct a school climate survey?

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	The school does not conduct school climate surveys at regular intervals.
1	The school conducts school climate surveys at regular intervals with <u>some</u> of the following groups: students, families, school employees.
2	The school conducts school climate surveys at regular intervals with all of the following groups: students, families, school employees.

Applicable Policy Item from WellSAT WSCC Policy: Addresses participation in school climate surveys.

SEC2: Are a range of school climate indicators (e.g., bullying reports, discipline data, climate surveys, other related data sources) used to enact changes?

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable (If the school does not conduct a school climate survey, select 0)
0	The school does not measure a range of school climate indicators.
1	The school measures a range of school climate indicators but does not have a clear process to consistently enact changes.
2	The school uses a clear process to enact changes in response to a range of school climate indicators.

Applicable Policy Item from WellSAT WSCC Policy: Addresses enacting changes in response to a range of school climate indicators (e.g., bullying reports, discipline data, climate surveys, other related data sources).

SEC3: How does the school promote positive relationships between students and staff?

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	The school does not use a clear approach to promote positive relationships between students and employees.
1	The school uses a clear approach to promote positive relationships between students and staff for select students (e.g., initiatives for students demonstrating risk, after-school clubs that foster positive relationships for those that participate).
2	The school uses a clear approach for promoting positive relationships between students and staff by ensuring that all students have a connection (e.g., assigned advisors, student-centered advisory blocks).

Applicable Policy Item from WellSAT WSCC Policy: Addresses a clear approach to promoting positive relationships between students and staff.

SEC4: Is there a comprehensive approach or plan to prevent and respond to harassment, bullying, and cyberbullying?

Note: A comprehensive approach or plan includes several strategies for preventing and responding to bullying and harassment, such as increased student supervision throughout the school environment, classroom and school-wide rules related to bullying, bystander interventions, and use of ongoing and multifaceted interventions rather than a one-time presentation related to bullying.

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	There is not a comprehensive plan to prevent and respond to harassment, bullying, and cyberbullying.
1	A comprehensive plan to prevent and respond to harassment, bullying, and cyberbullying is under development.
2	A comprehensive plan to prevent and respond to harassment, bullying, and cyberbullying has been developed and is fully implemented.

Applicable Policy Item from WellSAT WSCC Policy: Identifies school-wide approaches to prevent and respond to harassment, bullying, and/or cyberbullying.

SEC5: Does the school provide opportunities to involve student voices in decision-making?

Note: Examples of purposeful activities to facilitate inclusion of student voice may include student surveys, open forums, student voting, or student representation in decision-making groups.

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	The school has not undertaken specific efforts to include student voices in decision-making.
1	The school considers some student voices in decision-making (e.g., gathering input from student representatives only).
2	The school involves a range of student voices in decision-making.

Applicable Policy Item from WellSAT WSCC Policy: Addresses including student voices in decision-making.

SEC6: Does the school implement positive behavioral practices?

Note: Positive behavioral practices include restorative practices, positive behavioral interventions and supports (PBIS), and trauma-informed strategies.

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	The school has not engaged in any formal efforts to implement positive behavioral practices.
1	The school sometimes uses positive behavioral practices (e.g., PBIS team undergoing training, needs assessment is planned for this year).
2	The school has adopted and staff consistently implement positive behavioral practices.

Applicable Policy Item from WellSAT WSCC Policy: Addresses use of positive behavior support practices

Note: Positive behavioral practices include restorative practices, positive behavioral interventions and supports (PBIS), and trauma-informed strategies.

SEC7: Does the school work to minimize exclusionary discipline practices, such as suspension and expulsion, and implement alternative practices?

Examples of alternative practices: restorative practices, tiered procedures for responding to concerning behavior

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	The school has not engaged in any formal efforts to minimize exclusionary discipline practices.
1	Our school has informally worked to minimize exclusionary discipline practices.
2	Our school consistently minimizes exclusionary discipline practices.

Applicable Policy Item from WellSAT WSCC Policy: Addresses minimization of exclusionary disciplinary practices (e.g., suspension and expulsion).

SEC8: How does the school approach developing social and emotional skills for all students?

Which Team Should Answer? **School**

Rating	Explanation and Examples
NA	Not applicable
0	The school does not have an approach to developing student social and emotional skills.
1	The school has an approach to developing social and emotional skills for specific students or grades (e.g., students with IEPs or 504 plans, certain grade levels).
2	The school has an approach to developing social and emotional skills with all students (e.g., dedicated instruction time, scope and sequence across grade levels).

Applicable Policy Item from WellSAT WSCC Policy: Addresses an approach to developing social and emotional skills for all students. Approaches may be embedded (e.g., employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere) or direct instruction (e.g., curriculum to build social and emotional skills).

SEC9: How does the school include social and emotional competencies in student performance indicators?

Which Team Should Answer? District OR School

Rating	Explanation and Examples
NA	Not applicable
0	Social and emotional competencies are not included in student performance indicators.
1	Social and emotional competencies are vaguely or inconsistently included in student performance indicators (e.g., vague reference within work habits, or embedded within academic indicators).
2	Social and emotional competencies are explicitly included in student performance indicators (e.g., included on report card, explicitly addressed in portrait of a graduate).

Applicable Policy Item from WellSAT WSCC Policy: Specifies social and emotional competencies in performance indicators.

Summary: Social and Emotional Climate Domain

A. Sum of Item Scores

Add up all of the ratings of 0, 1, & 2 for this domain

B. Maximum Score Possible (excluding N/A items)

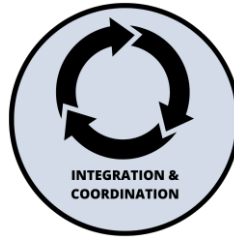
Multiply the number of applicable items x 2

C. Final Domain Score

Calculate by dividing A / B and multiplying by 100

Record Final Domain Score: _____

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.

IC1: How often does the district level wellness committee meet?

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

Which Team Should Answer? District

Rating	Explanation and Examples
NA	Not applicable
0	There is not an active district wellness committee.
1	There is a committee, but it has not met more than once in the past year.
2	There is a committee that meets at least twice a year.

Applicable Policy Item from WellSAT WSCC Policy: Addresses the establishment of an ongoing district wellness committee.

IC2: How often does the school level wellness committee meet?

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

Which Team Should Answer? School

Rating	Explanation and Examples
NA	Not applicable
0	There is not an active school level wellness committee.
1	There is a committee, but it has not met more than once in the past year.
2	There is a committee that meets at least twice a year.

Applicable Policy Item from WellSAT WSCC Policy: Addresses the establishment of an ongoing school building level wellness committee. This may also be called a school health team, school health advisory committee, or similar name.

IC3: Are wellness activities in the district guided by the WSCC model or another coordinated/comprehensive method?

Which Team Should Answer? District

Rating	Explanation and Examples
NA	Not applicable
0	School wellness activities are not guided by a coordinated model.
1	Some wellness activities are guided by the WSCC model or another coordinated/comprehensive method.
2	A coordinated model is used to guide district wellness activities.

Applicable Policy Item from WellSAT WSCC Policy: Specifies use of Centers for Disease Control and Prevention’s WSCC model or other coordinated/comprehensive method to guide wellness activities.

IC4: Which groups are represented on the district level wellness committee (beyond nutrition and physical activity)?

Examples include: Behavioral health professional (social worker, school psychologist), facilities staff, employee wellness professional (HR employee), social & emotional climate (school psychologist, climate coordinator)

Note: An individual can represent more than one role.

Which Team Should Answer? District

Rating	Explanation and Examples
NA	Not applicable
0	There is no committee OR the committee only has representatives for topics related to nutrition and physical activity.
1	The wellness committee includes one representative for a topic beyond nutrition and physical activity (see examples).
2	The wellness committee has more than one representative for a topic beyond nutrition and physical activity (see examples).

Applicable Policy Item from WellSAT WSCC Policy: Addresses having district wellness committee members with expertise outside of nutrition and physical activity. This may include employee wellness, physical environment, custodial services, behavioral health (counseling, psychological, social services), health education, health services, family or community engagement.

IC5: Has the committee identified and measured specific behavioral health and educational outcomes to demonstrate the impact of the wellness policy?

Examples of outcomes include: student and employee attendance; office discipline referrals; meal participation.

Which Team Should Answer? **District**

Rating	Explanation and Examples
NA	Not applicable
0	The committee has not identified specific behavioral health and educational outcomes to demonstrate the impact of the wellness policy.
1	The committee has identified but not yet measured specific behavioral health and educational outcomes to demonstrate the impact of the wellness policy.
2	The committee has identified and measured specific behavioral health and educational outcomes to demonstrate the impact of the wellness policy.

Applicable Policy Item from WellSAT WSCC Policy: Addresses a plan to assess the impact of wellness policy on behavioral health and educational outcomes, including a person/group responsible for tracking outcomes (e.g., student and employee attendance, office discipline referrals, BMI screenings).

IC6: How is student input used to determine school wellness activities?

Examples include: making decisions based on student preferences, schedules, or interests.

Which Team Should Answer? **District OR School**

Rating	Explanation and Examples
NA	Not applicable
0	Students are not invited to provide input on wellness activities.
1	Some students have the opportunity to provide input on wellness activities.
2	All students have the opportunity to provide input on wellness activities.

Applicable Policy Item from WellSAT WSCC Policy: Addresses use of contextually-aligned practices in school wellness activities.

IC7: How are wellness activities funded?

Which Team Should Answer? **District OR School**

Rating	Explanation and Examples
NA	Not applicable
0	No funding is specified for wellness activities.
1	Wellness activities are funded by general funds.
2	A specific fund exists to fund wellness activities.

Applicable Policy Item from WellSAT WSCC Policy: Identifies funding support for wellness activities.

IC8: How often are professional learning opportunities to support wellness policy implementation available for district employees?

Examples include: training teachers about classroom level physical activity, trainings on social emotional programs.

Which Team Should Answer? **District**

Rating	Explanation and Examples
NA	Not applicable
0	No professional learning opportunities to support wellness policy implementation are made available.
1	Professional learning opportunities to support wellness policy implementation are made available, but only on occasion or when a specific need arises.
2	Professional learning opportunities to support wellness policy implementation are made available on a regular schedule.

Applicable Policy Item from WellSAT WSCC Policy: Identifies professional learning opportunities for district employees to support wellness policy implementation.

Summary: Integration and Coordination Section

A. Sum of Item Scores

Add up all of the ratings of 0, 1, & 2 for this domain

B. Maximum Score Possible (excluding N/A items)

Multiply the number of applicable items x 2

C. Final Domain Score

Calculate by dividing A / B and multiplying by 100

Record Final Domain Score: _____