

Your District's Scorecard

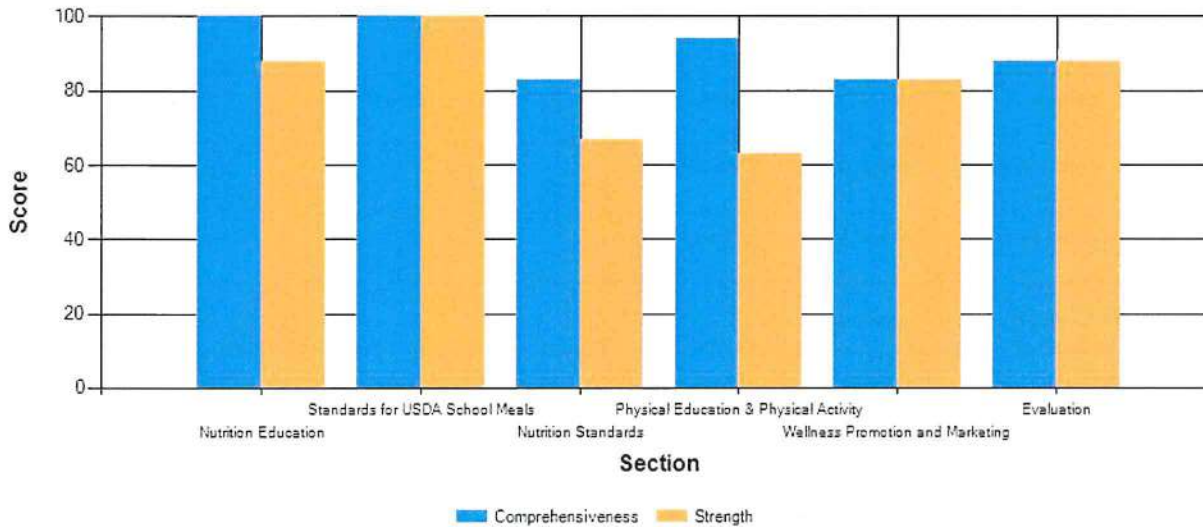
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Congratulations! You have completed the WellsAT. Check out your scorecard below. It contains details of how you scored on each item and section of the assessment. It also provides resources that will help you improve your district's school wellness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

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

Version: 3.0

Policy Name: Bethel1



Section 1. Nutrition Education






Rating

| | | |
|-------------------------------|---|------------|
| NE1 | Includes goals for nutrition education that are designed to promote student wellness. | 2 |
| NE2 | Nutrition education teaches skills that are behavior focused, interactive, and/or participatory. | 2 |
| NE3 | All elementary school students receive sequential and comprehensive nutrition education. | 2 |
| NE4 | All middle school students receive sequential and comprehensive nutrition education. | 2 |
| NE5 | All high school students receive sequential and comprehensive nutrition education. | 2 |
| NE6 | Nutrition education is integrated into other subjects beyond health education | 2 |
| NE7 | Links nutrition education with the school food environment. | 2 |
| NE8 | Nutrition education addresses agriculture and the food system. | 1 |
| Subtotal for Section 1 | Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0." | 100 |
| | Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100. | 88 |

[Click here for Nutrition Education Resources](#)

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






Rating

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

[Click here for School Food Resources](#)

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

Rating

| | | |
|------|---|---|
| NS1 |  Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day. | 2 |
| NS2 | USDA Smart Snack standards are easily accessed in the policy. | 1 |
| NS3 |  Regulates food and beverages sold in a la carte. | 2 |
| NS4 |  Regulates food and beverages sold in vending machines. | 2 |
| NS6 |  Addresses fundraising with food to be consumed during the school day. | 2 |
| NS7 | Exemptions for infrequent school-sponsored fundraisers with food to be consumed during the school day. | 2 |
| NS8 | Addresses foods and beverages containing caffeine at the high school level. | 2 |
| NS9 |  Regulates food and beverages served at class parties and other school celebrations in elementary schools. | 1 |
| NS10 | Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming. | 0 |

| | | |
|-------------------------------|--|-----------|
| NS11 | Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming. | 0 |
| NS12 | Addresses food not being used as a reward. | 2 |
| NS13 | Addresses availability of free drinking water throughout the school day. | 2 |
| Subtotal for Section 3 | Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 12 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0." | 83 |
| | Strength Score: Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). Multiply by 100. | 67 |

[Click here for Nutrition Standards Resources](#)

Section 4. Physical Education and Physical Activity

Rating



| | | |
|-------------------------------|--|-----------|
| PEPA1 | ✗ There is a written physical education curriculum for grades K-12. | 2 |
| PEPA2 | The written physical education curriculum for each grade is aligned with national and/or state physical education standards. | 2 |
| PEPA3 | Physical education promotes a physically active lifestyle. | 2 |
| PEPA4 | Addresses time per week of physical education instruction for all elementary school students. | 1 |
| PEPA5 | Addresses time per week of physical education instruction for all middle school students. | 1 |
| PEPA6 | Addresses time per week of physical education instruction for all high school students. | 1 |
| PEPA7 | Addresses qualifications for physical education teachers for grades K-12. | 2 |
| PEPA8 | Addresses providing physical education training for physical education teachers. | 2 |
| PEPA9 | Addresses physical education exemption requirements for all students. | 2 |
| PEPA10 | Addresses physical education substitution for all students. | 2 |
| PEPA11 | ✗ Addresses family and community engagement in physical activity opportunities at all schools. | 1 |
| PEPA12 | ✗ Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities. | 2 |
| PEPA13 | Addresses recess for all elementary school students. | 2 |
| PEPA14 | ✗ Addresses physical activity breaks during school. | 1 |
| PEPA15 | Joint or shared-use agreements for physical activity participation at all schools. | 2 |
| PEPA16 | District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance. | 0 |
| Subtotal for Section 4 | Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 16 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0." | 94 |

| | | |
|--|--|-----------|
| | Strength Score: Count the number of items rated as "2" and divide this number by 16 (the number of items in this section). Multiply by 100. | 63 |
|--|--|-----------|

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

Section 5. Wellness Promotion and Marketing


Rating






| | | |
|-------------------------------|---|-----------|
| WPM1 | Encourages staff to model healthy eating and physical activity behaviors. | 2 |
| WPM2 |  Addresses strategies to support employee wellness. | 2 |
| WPM3 | Addresses using physical activity as a reward. | 2 |
| WPM4 | Addresses physical activity not being used as a punishment. | 2 |
| WPM5 | Addresses physical activity not being withheld as a punishment. | 2 |
| WPM6 | Specifies marketing to promote healthy food and beverage choices. | 2 |
| WPM7 |  Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards. | 2 |
| WPM8 | Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment). | 2 |
| WPM9 | Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials). | 0 |
| WPM10 | Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers). | 2 |
| WPM11 | Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system). | 2 |
| WPM12 | Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education). | 0 |
| Subtotal for Section 5 | Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 12 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0." | 83 |
| | Strength Score: Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). Multiply by 100. | 83 |

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

Section 6. Implementation, Evaluation & Communication

Rating

| | | |
|------|--|---|
| IEC1 | Addresses the establishment of an ongoing district wellness committee. | 2 |
| IEC2 |  Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy. | 2 |
| | | |

| | | |
|-------------------------------|---|-----------|
| IEC3 |  Identifies the officials responsible for the implementation and compliance of the local wellness policy. | 2 |
| IEC4 |  Addresses making the wellness policy available to the public. | 2 |
| IEC5 |  Addresses the assessment of district implementation of the local wellness policy at least once every three years. | 2 |
| IEC6 |  Triennial assessment results will be made available to the public and will include: | 2 |
| IEC7 |  Addresses a plan for updating policy based on results of the triennial assessment. | 2 |
| IEC8 | Addresses the establishment of an ongoing school building level wellness committee. | 0 |
| Subtotal for Section 6 | Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0." | 88 |
| | Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100. | 88 |

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

Overall District Policy Score

| | |
|--|-----------------------------|
| Total Comprehensiveness Add the comprehensiveness scores for each of the six sections above and divide this number by 6. | District Score 91 |
| Total Strength Add the strength scores for each of the six sections above and divide this number by 6. | District Score 82 |





 Federal Requirement  Farm to School  CSPAP























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
























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



















Policy Name: Bethel1
























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

-  **Strong Policies and Aligned Practices** – District has a strong policy and is fully implementing practices that align with the policy
-  **Create Practice Implementation Plan** – District has a strong or weak policy, but practice implementation is either absent or limited
-  **Update Policies** – District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy
-  **Opportunities for Growth** – District has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way

| | | WellSAT 3.0 Score | WellSAT-I Score | |
|--|--|-------------------|-----------------|---|
| Strong Policies and Aligned Practices – District has a strong policy and is fully implementing practices that align with the policy | | | | |
| NE1 |  Does the school district have specific goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum? | 2 | 2 |  |
| SM1 |  Have there been parts of the Healthy Hunger-Free Kids Act (HHFKA) regulations for breakfast or lunch that have been challenging to implement? If yes, are there features of the district's meal program that are not yet in compliance? | 2 | 2 |  |
| SM3 |  How does your school ensure that children who are receiving free/reduced meals cannot be identified? How confident are you that it is not possible for the students to identify those who qualify for free or reduced lunch? | 2 | 2 |  |
| SM8 |  Is free (i.e., no cost to students) drinking water available to students during meals (i.e., do not include water for sale). Follow up questions can include: Does the cafeteria have water fountains? Are there a sufficient number of working water fountains? Can students take water back to the table or do they need to drink at the fountain? Do students perceive the water and fountains to be clean and safe? | 2 | 2 |  |
| SM9 |  What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards? (see below). | 2 | 2 |  |
| NS1 |  Are there any foods that are not part of the school meals (known as competitive foods) that are sold to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? | 2 | 2 |  |
| NS3 |  Are there competitive foods/beverages sold a la carte in the cafeteria during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? | 2 | 2 |  |
| NS4 |  Are there food or beverage vending machines on school property accessible to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (Optional follow up questions - Who receives the money from the vending machines? Who is responsible for ensuring all items in the vending machines meet Smart Snacks regulations?) | 2 | 2 |  |
| NS6 |  Are there food or beverage fundraisers that sell items to be consumed during the school day? If yes, who is in charge of approving in-school fundraising activities? How confident are you that the people conducting fundraisers understand Smart Snacks nutrition standards? How confident are you that items sold in fundraisers meet Smart Snacks standards? (Note: Some states have passed regulation permitting exemptions from the federal law prohibiting non-Smart Snack fundraisers during the school day – this is addressed in the next question). | 2 | 2 |  |
| WPM7 |  Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria? | 2 | 2 |  |
| IEC2 |  Which groups are represented on the district level wellness committee? (check all that apply). Note an individual can represent more than one role. <ul style="list-style-type: none"> • Parents • Students • School Food Authority representative | 2 | 2 |  |

| | | | | |
|-------|--|---|---|---|
| | <ul style="list-style-type: none"> • PE Teacher • School Health Professional (nurse, social worker, school psychologist) • School Board Member • School Administrator • Community member | | | |
| IEC4 |  How is the wellness policy made available to the public? Is it available online? How often is the public informed where to find the policy? | 2 | 2 |  |
| IEC5 |  How does the committee assess implementation of the wellness policy? How often does this assessment occur? [Examples of evaluation tools are: the CDC's School Health Index, the Alliance for a Healthier Generation checklist, local or state policy implementation checklists, or the current interview.] | 2 | 2 |  |
| IEC6 |  What is included in the triennial assessment report to the public? Ask to see documentation if available. Note: the requirement is to include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; 2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies; 3. A description of the progress made in attaining the goals of the local school wellness policy. | 2 | 2 |  |
| IEC7 |  Has the wellness policy been revised based on the triennial assessment? If yes, what process did the committee use to decide what to revise? | 2 | 2 |  |
| NE2 | How would you describe the nutrition education you provide? Are didactic methods used to increase student knowledge? Are skills-based, behavior focused, and interactive/participatory methods used to develop student skills? | 2 | 2 |  |
| NE4 | Do all middle school students receive sequential and comprehensive nutrition education? | 2 | 2 |  |
| NE5 | Do all high school students receive sequential and comprehensive nutrition education? | 2 | 2 |  |
| SM2 | Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students? [Examples include: breakfast is only offered on testing days; only offered Monday, Wednesday and Friday; only offered in some schools.] | 2 | 2 |  |
| SM4 | How does the district handle unpaid balances? Follow up questions to determine if student is stigmatized: How are the student and parents notified? Is the student identified in the cafeteria? Is the student refused a meal, given a different meal, or given the regular meal? | 2 | 2 |  |
| SM5 | How are families provided information about eligibility for free/reduced priced meals? (If district provides universal free meals, score 2) | 2 | 2 |  |
| SM6 | Are specific strategies used to increase participation in the school meal programs? If yes, please describe. [Examples include: Smarter Lunchroom strategies; limiting competitive foods; requiring high school students have a scheduled lunch period; taste tests and student input; Grab-and-Go or Breakfast in the Classroom] | 2 | 2 |  |
| SM7 | How long are the breakfast (if applicable) and lunch periods? Within that time, how much time do students typically have to sit down and eat their meals. | 2 | 2 |  |
| NS7 | (Before asking this question look up the state policy on fundraiser exemptions at the bottom of this page: https://www.ihrp.uic.edu/content/research-products-national-wellness-policy-study . If 0 exemptions, item is n/a). Your state [fill in] has adopted an exemption policy that allows for [fill in] school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks. Are you familiar with this state law? | 2 | 2 |  |
| NS8 | Are foods or beverages containing caffeine sold at the high school level? | 2 | 2 |  |
| NS13 | Do students have consistent and easy access to water throughout the school day? If yes, how? Follow up questions: Are students are permitted to carry water bottles with them throughout the school day? Are there water fountains or free water filling stations throughout the school? Is bottled water is for sale during the school day? | 2 | 2 |  |
| PEPA1 |  Does the district have a written physical education curriculum that is implemented consistently for every grade? | 2 | 2 |  |
| PEPA2 | Does the district have a written physical education curriculum that is aligned with national and/or state standards? | 2 | 2 |  |
| PEPA3 | How does your physical education program promote a physically active lifestyle? [Examples include: follows NASPE standards; focuses on self-assessment through a "Fitnessgram" or "Activitygram"; teaches skills needed for lifelong physical fitness.] | 2 | 2 |  |

| | | | | |
|--|---|---|---|---|
| PEPA7 | Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education? | 2 | 2 |  |
| PEPA8 | Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education? | 2 | 2 |  |
| PEPA9 | A PE exemption is when students are permitted to not take PE because of enrollment in other courses such as math, science or vocational training. This does not include exemptions due to disability, religious or medical reasons. What percentage of students do you estimate do not take PE each year due to exemptions? | 2 | 2 |  |
| PEPA10 | A PE substitution is when students are permitted to not take PE because they are engaged in another physical activity such as JORTC or other school sports. What percentage of students do you estimate do not take PE each year due to substitutions? | 2 | 2 |  |
| PEPA13 | Is there daily recess for all grades in elementary school? If no, how many days per week is recess offered, and for which grades? How long is recess when it is offered? Note: Best practices for recess: a) it is at least 20 minutes per day; b) it is supervised by trained teachers or staff encouraging students to be active; and c) students have access to safe and appropriate physical activity equipment. | 2 | 2 |  |
| PEPA15 | When school is not in session, do community members use indoor and outdoor school building and grounds facilities? Does the district have a "joint-use" or "shared-use" agreements? (Note if answer is yes or no). | 2 | 2 |  |
| WPM2 |  Are there strategies used by the school to support employee wellness? Please describe. Examples: "Health and wellness classes are offered to staff." "School physical activity equipment is available for use by staff before or after school to support employee wellness." "Free water and healthy snacks are available in the staff break room." | 2 | 2 |  |
| WPM3 | Are teachers encouraged to use physical activity as a reward for students? For example, providing extra recess, taking a walk around the school, or playing an active game in the classroom. | 2 | 2 |  |
| WPM4 | Do teachers ever use physical activity as a punishment? [Examples include: telling students to run extra laps or do other physical activities as behavioral consequence.] | 2 | 2 |  |
| WPM5 | Do teachers ever withhold physical activity as a classroom management tool? [Examples include: taking away recess, taking away PE, or requiring students to sit in one place for an extended period of time.] | 2 | 2 |  |
| WPM8 | Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)? If yes, do the marketed items meet Smart Snacks criteria? If they do not meet Smart Snacks criteria, will this change when there is a renewal of the sponsorship agreement? | 2 | 2 |  |
| WPM10 | Is there food or beverage marketing where food is purchased (e.g., logos on exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, or trash and recycling containers)? If yes, do the marketed items meet Smart Snacks criteria? | 2 | 2 |  |
| WPM11 | Is there food or beverage marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system)? If yes, do the marketed items meet Smart Snacks criteria? | 2 | 2 |  |
| IEC1 | Is there an active district level wellness committee? Note: This may also be called a health advisory committee or other similar name. If yes, how frequently does the committee meet? | 2 | 2 |  |
| Create Practice Implementation Plan – District has a strong or weak policy, but practice implementation is either absent or limited | | | | |
| IEC3 |  Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school? If yes, who are those individuals? How do they ensure compliance? | 2 | 1 |  |
| NE3 | Do all elementary school students receive sequential and comprehensive nutrition education? | 2 | 1 |  |
| NE6 | Is nutrition education integrated into other subjects beyond health education? If yes, what are some examples? [Examples include: using nutrition facts labels to learn percentages; using a vegetable garden to learn plant biology.] | 2 | 1 |  |
| NE7 | Is nutrition education linked with the school food environment? If yes, what are some examples? [Examples include: teachers and food service staff collaborate in connecting nutrition education with the foods and beverages that are in school.] | 2 | 1 |  |
| SM10 |  Are you familiar with the farm to school program? In your district, is it a priority to procure locally produced foods for school meals and snacks? If yes, what efforts are made to increase local procurement? Are strategies used in the cafeterias to promote them? | 2 | 1 |  |
| NS12 | Do teachers use food as a reward in the classroom for good student behavior (e.g., giving out candy for a right answer; having a pizza party when students finish a unit). | 2 | 0 |  |

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| PEPA4 | How many minutes per week of PE does each grade in elementary school receive? Note: NASPE recommends that schools provide 150 minutes of instructional PE for elementary school children per week for the entire school year. | 1 | 0 |  |
| PEPA5 | How many minutes per week of PE does each grade in middle school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year. | 1 | 0 |  |
| PEPA6 | How many minutes per week of PE does each grade in high school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year. | 1 | 0 |  |
| PEPA12 |  Are there opportunities for all students to engage in physical activity before and after school? If yes, please describe. How frequently does this occur? | 2 | 1 |  |
| WPM1 | Are school staff encouraged to model healthy eating and physical activity behaviors in front of students? If yes, how does the school encourage this behavior? [Examples include: Provides staff with opportunities to eat healthfully such as subsidized fruits, vegetables, and water in the cafeteria or lounge; Advises staff not to consume sugary drinks at school; Encourages teachers to be active with students.] | 2 | 1 |  |
| WPM6 | Are marketing strategies used to promote healthy food and beverage choices in school? If yes, what foods and beverages are promoted, and how is it done? (Examples of promotion include advertisements, better pricing, and more accessible placement of the healthier items). | 2 | 1 |  |
| Update Policies – District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy | | | | |
| NS11 | Addresses nutrition standards for all foods and beverages sold (not served) to students after the school day, including before/after care on school grounds, clubs, and after school programming | 0 | 2 |  |
| PEPA11 |  Are there opportunities for families and community members to engage in physical activity at school? If yes, please describe. How frequently does this occur? | 1 | 2 |  |
| PEPA14 |  Do teachers provide regular physical activity breaks for students in the classroom? If yes, please describe. How frequently do they occur? Do all teachers conduct physical activity breaks with their students? | 1 | 2 |  |
| WPM9 | Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)? If yes, do the marketed items meet Smart Snacks criteria? | 0 | 2 |  |
| IEC8 | Is there an active school level wellness committee? (Note: This may also be called a school health team, school health advisory committee, or similar name) If yes, how frequently does the committee meet? | 0 | 2 |  |
| Opportunities for Growth – District has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way | | | | |
| NS9 |  How often do food-based celebrations occur during the school day in elementary schools (e.g., birthday parties, holiday parties)? Does the district have nutrition standards (such as Smart Snacks) that regulate what can be served? How are these regulations communicated? How confident are you that the regulations are followed consistently? If food-based celebrations are not permitted, how confident are you that they do not occur? | 1 | 1 |  |
| NE8 |  Does nutrition education address agriculture and the food system? | 1 | 1 |  |
| NS2 | Do you know where to access the USDA Smart Snacks nutrition standards to check and see if an item can be sold in school during the school day? Can you tell me how you do this? | 1 | 1 |  |
| NS10 | Are foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming? If yes, does the district have nutrition standards (such as Smart Snacks or CACFP) that regulate what can be served? How are these regulations communicated to the adults running the activities? How confident are you that the regulations are followed consistently? | 0 | 1 |  |
| PEPA16 | What proportion of students walk or bike to school? How frequently do they do that? | 0 | 0 |  |
| WPM12 | Is there food or beverage marketing through fundraisers and corporate-incentive programs? Examples include: fundraising programs encourage students and their families to sell, purchase, or consume products, and corporate incentive programs provide funds to schools in exchange for proof of purchase of company products, such as Box Tops for Education. If the school participates in food or beverage fundraisers, do they occur on or off campus, and during or outside the school day? Do all products for sale meet Smart Snacks criteria? | 0 | 1 |  |
| Section 3. Nutrition Standards for Competitive and Other Foods and Beverages | | | | |
| NS5 |  Are there food or beverages sold in school stores during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (Optional follow up questions - Who | NA | 2 | |

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| | receives the money from the school stores? Who is responsible for ensuring all items for ensuring all items in the school stores meet Smart Snacks regulations?) | | | |
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 Federal Requirement  Farm to School  CSPAP

- NE** Nutrition Education
- SM** Standards for USDA Child Nutrition Programs and School Meals
- NS** Nutrition Standards for Competitive and Other Foods and Beverages
- PEPA** Physical Education and Physical Activity
- WPM** Wellness Promotion and Marketing
- IEC** Implementation, Evaluation & Communication

WORKSHEET 4: SUMMARY OF FINDINGS

This worksheet can be used to create narrative descriptions to post alongside sections from **Worksheet 3: Identifying Connections between Policy and Practice**. The purpose of these narratives is to describe the district's progress toward meeting their wellness goals. Not all districts will have information to share in all four sections.



SECTION 1: STRONG POLICIES AND ALIGNED PRACTICES

If applicable, write a narrative below to describe your district's areas of success in meeting its wellness goals.

Our district Wellness Policy complies with all federal requirements that regulate school meals and competitive foods with the exception of having an official at each school responsible for compliance with our Wellness policy and a few remaining food-based celebrations at our elementary schools. Currently, we have one district wide Climate & Wellness committee that includes representatives from administration, all schools and the community. We follow the Healthy Hunger-Free Kids Act (HHFKA) regulations and Smart Snacks nutrition standards. Additionally, we offer the National School Breakfast Program daily at all schools.

The district has made great progress in eliminating food-based celebrations and promoting activity-based rewards. Our physical education and health curriculum are fully aligned with State standards.



SECTION 2: CREATE PRACTICE IMPLEMENTATION PLAN

If applicable, write a narrative below to describe how your district will create practice implementation plans to ensure full compliance with all elements of the LSWP.

While each school is represented by several members on the current district-wide committee, the schools will be asked to appoint one official who will be responsible for the implementation and compliance of the wellness policy at their school.

Our district plans to increase our participation in the State farm to school program by procuring more local produce and offering food samples to students to promote this local produce. Additionally, our Food Service Management Company, Sodexo, will be re-implementing the Johnson School Wellness Fair where

information regarding exercise, healthy food choices, and general wellness will be provided in interactive exhibits



SECTION 3: UPDATE POLICIES

If applicable, write a narrative below to describe how the district will update its policy to include all federally required items. You may also add plans for additional policy updates if desired.

We identified through our assessment that there were five areas where we are fully implementing a wellness practice in our schools but they are either not mentioned or only vaguely mentioned in our policy. None of these items are federal requirements. During our next policy revision, we will add language to update those policies.



SECTION 4: OPPORTUNITIES FOR GROWTH

If applicable, write a narrative below to describe how your district will update its policy and practices to include all federally required items. You may also add plans for additional wellness goals if desired. Overall, our Wellness Policy compared favorably to the model policies as measured by the WellSAT 3.0. We scored a 91 for the total comprehensiveness of our policy. However, there are a couple of best practices that we have not yet implemented and will look to strengthen during the 2022-2023 school year. These include appointing an official at each school to monitor compliance with the district wellness policy at their school and communicating the regulations regarding food-based celebrations to our elementary schools. We will also modify our policy to include a link to the USDA Smart Snacks nutrition standards.

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The Bethel Board of Education recognizes that according to the CDC, childhood obesity is a serious problem in Connecticut and throughout the country. Overweight children are at a higher risk for developing severe long-term health problems, and overweight children are affected by discrimination, psychological stress, and low self-esteem. However, research indicates that obesity and subsequent diseases are largely preventable through diet and regular physical activity. Research also indicates that becoming physically active and maintaining a regular physical activity program significantly reduces the risk of obesity, and some cancers, diabetes, and other chronic diseases.

In order to respond appropriately and efficiently to these serious nutrition and health issues, the Bethel Public Schools has established an ongoing District Climate and Wellness Committee that will meet at least twice a year. The district will place a notice in the district's newsletter inviting members of the community to join the wellness committee. Parents, students, community members, food service staff, PE teachers, school health professionals, school board members, school administrators, and teachers will be invited to join and be included in the development, implementation, periodic review, and update of the wellness policy including the following:

- A. Health promotion for all staff members, including education and health assessments, for the purpose of encouraging staff commitment as positive role models. School staff members shall be encouraged to model healthy eating and physical activity behaviors. Staff members are encouraged to join exercise programs, such as the district walking challenge, and utilize school physical activity equipment and facilities before or after school to support employee wellness;
- B. K-12 health education that is carefully planned, sequential, and addresses the physical, mental, emotional, and social dimensions of health;
- C. School health services which focus on prevention and early intervention, the management of acute and chronic health conditions, and referrals to community health services, if needed;
- D. Counseling, psychological, and social services which include school-based interventions as well as referral services to private and public mental health services in the community;
- E. Nutrition services (school cafeteria) responsible for providing nutritious and appealing meals and snacks for students and staff, maintaining an environment that promotes healthy food choices, and supporting nutrition instruction in the classroom and cafeteria;

6142.101(2)**Instruction****Student Wellness and Nutrition**

- F. Physical education in a planned, sequential, K-12 curriculum promoting physical fitness, movement skills, sports skills, and lifelong physical activity;
- G. Family and community involvement through educational programming in order to support the health and well-being of children;
- H. The Superintendent or his/her designee shall act as a district school liaison to guide the improvement of adverse circumstances and behaviors that may impede student well-being and learning.

Children who eat well-balanced meals and are healthy are more likely to be successful learners in the classroom. The Bethel Board of Education supports increased emphasis on nutrition as well as physical activity, at all grade levels to enhance the well-being of our District's youth.

Therefore, it is the intention of the Bethel Board of Education to:

- A. Provide students and staff with access to nutritious food at meals and snacks served on school grounds;
- B. Provide opportunities for recess in grades K through 5, regular physical activity through physical education and developmentally appropriate exercise for grades K through 12; and
- C. Provide accurate and timely information through the developmental guidance program and the health curriculum about what constitutes a healthy, balanced lifestyle.

The Superintendent or his/her designee shall develop and implement a comprehensive district-wide nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program. To implement the program, the Superintendent or designee shall adopt and implement a comprehensive curriculum on health, fitness, and nutrition consistent with the Connecticut Frameworks and the USDA National School Lunch and School Breakfast Program requirements. The curriculum will provide opportunities for developmentally appropriate instruction for grades PreK through 12. The input of staff, students, parents, and public health professionals in the development of the curriculum will be included in any revision.

Nutrition, health, and fitness topics shall be integrated within the sequential, comprehensive health education curriculum taught at every grade level, kindergarten through grade 12, and

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Instruction

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coordinated with the District's nutrition, physical education, developmental guidance, and food services programs.

Evaluation procedures will utilize classroom-based assessments and other measures of progress including student fitness profile testing (grades 6 through 9) and the use of the *School Health Index* at all grade levels. Schools will also be assessed on their progress toward the goals set in their School Improvement Plans.

Nutrition Standards

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs. All meals served through the District's food service program shall comply with the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 or 220.8, as applicable. All schools within the District are committed to offering school lunch through the USDA NSLP and school breakfast through the USDA SBP, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Provide a cashless payment system using a card scan or pin pad at the POS registers to protect the privacy of students eligible for free or reduced-price meals;
- Are appealing and attractive to children including student input through surveys and taste testings of new healthy foods;
- Provide taste tests of locally grown produce when available;
- Allow for 20 minutes to eat lunch after obtaining food;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- Are served by food and nutrition staff members who are trained in accordance with the USDA Professional Standards for Child Nutrition Professionals. All school nutrition program directors, managers, and staff will meet hiring and annual continuing education/training requirements of these standards and refer to USDA's Professional Standards for School Nutrition Professionals website to search for training that meets their learning needs.

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Monthly Menus will be posted on the District's website. The District child nutrition program will accommodate students with special dietary needs. Additionally, participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school. Schools will reach out to the family of a child with an unpaid balance to assess whether the child is eligible for free or reduced-price meals. Applications for free/reduced-priced meals are available on the district website, are included in the district newsletter, and are available at each school and the district central office.

Water

To promote hydration, free, safe, unflavored potable drinking water will be available to all students throughout the school day and throughout every school building ("school day" is defined in the glossary). The District will make free drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating and are in compliance with all federal and state nutrition standards for all foods served in schools. It is the policy of the School District that all foods and beverages sold to students during the school day (from the midnight prior, to 30 minutes after the end of the official school day) on any property under the jurisdiction of the district will meet the U.S Department of Agriculture (USDA) school meal and Smart Snacks in School (Smart Snacks) nutrition standards. USDA Smart Snacks standards for beverages sold in elementary and middle schools shall also be applied in the high school.

The nutrients addressed in the Connecticut Nutrition Standards are based on current nutrition science and national health recommendations from the Dietary Guidelines for Americans and national organizations, such as the National Academy of Sciences Institute of Medicine, American Cancer Society, American Heart Association, Academy of Nutrition and Dietetics, American Academy of Pediatrics. The Connecticut Nutrition Standards are reviewed annually by the CSDE state nutrition standards committee and are updated as needed to reflect changes in nutrition science and national health recommendations. They are published in January of each year to be effective for the following school year (July 1 through June 30).

The Connecticut Nutrition Standards focus on:

- Limiting fat, saturated fat, trans fat, sodium, and sugars;
- Moderating portion sizes; and
- Promoting increased intake of nutrient-dense foods such as whole grains, fruits, vegetables, low-fat/nonfat dairy products, lean meats, legumes, nuts, and seeds.

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To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet Smart Snacks standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Fundraising

All food items served or offered (for sale) to students during the school day (from midnight prior, to 30 minutes after the end of the official school day) will meet all federal, state, and local standards for all nutrient and competitive food guidelines. There will be no exemptions from the Smart Snacks standards. Fundraisers must also comply with Connecticut's competitive food regulations (sections 10-215b-1 and 10-215b-23 of Regulations of CT State Agencies). Non-food and beverage fundraising is strongly encouraged.

Rewards

Food/Beverages will not be used as a reward or withheld as punishment for any reason such as performance or behavior. Whenever feasible, physical activities such as extra recess, dance breaks, or similar activities are strongly recommended as a reward. Physical activity, recess, or PE may not be assigned to or withheld from students as a consequence of poor behavior or as a punishment for any reason. Classroom celebrations should be focused on activities rather than food due to concerns about food safety and food allergies.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. The healthiest choices, such as fruits and vegetables, will be prominently displayed in the cafeterias to encourage students to make healthy choices. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community. The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. Allowable school-based marketing shall be consistent with Smart Snacks nutrition standards. Advertising of any food or beverage that may not be sold on campus during the school day including on containers used to

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serve food or in the area where food is purchased is prohibited. The advertising of foods and beverages that are not available for sale in district schools will not be advertised on any school property. All advertisements for foods or beverages in any school publication or media outlet must be approved by the school principal.

Information regarding applications for free or reduced-price meals is available on the district website, in the district newsletter, at any school, or at the district office.

Nutrition Education

The District aims to teach, model, encourage and support healthy eating by students. Schools will provide standards-based nutrition education at every grade level (K-12) and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.

The district will provide standards-based nutrition education that is sequential and comprehensive in scope.

Physical Activity and Physical Education Standards

The physical education comprehensive, standards-based curriculum for grades K-12 will be aligned with established state physical education standards and will follow a periodic review cycle congruent to other academic subjects. All schools will provide physical education that fosters lifelong habits of physical activity. All students in the elementary schools will have regularly scheduled physical education periods that provide standards-based instruction in physical fitness, movement skills, and sports skills. All students in the middle school will have

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an average of 100 minutes of physical education per week that provide the same developmentally appropriate standards-based instruction. All high school students are required to complete one and a half credits of physical education through a variety of class offerings which meet physical education curriculum standards.

Physical Education for grades K-12 will be taught by a certified/licensed teacher with a Physical Education endorsement. All Physical Education teachers will be provided with annual professional development opportunities that are focused on physical education/physical activity topics and competencies geared towards physical education teachers.

In addition to required physical education, students at the K-5 level have a recess of at least 20 minutes. Teachers are encouraged to provide students with physical activity breaks during the school day, as appropriate.

Schools will not allow students to be exempt from or make substitutions for required physical education class time or credit requirements. Suitable adapted physical education shall be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that preclude such student's participation in regular physical education instruction or activities.

The District shall also provide co-curricular physical activity programs, including intramural and interscholastic athletic programs, during before and after school hours, as appropriate, within available resources. The District shall also promote the use of school facilities for physical activity programs offered by District schools and/or community-based organizations, such as the Town's Parks and Recreation department, outside of regular school hours. Families and community members are encouraged to participate in these physical activity opportunities and utilize these facilities regularly.

Monitoring

The Superintendent or designee shall ensure compliance with established district-wide nutrition and physical activity policies. In each school, the Principal or designee shall ensure compliance. At a minimum annually, the District will promote the wellness policy to faculty, staff, parents, and students by directing them to its availability on the District's website. The District Wellness Committee, in collaboration with individual schools, will conduct a quantitative assessment of policy implementation every three years using the Wellness School Assessment Tool-Implementation (WellSAT-I). The District will compile and then publish the triennial progress report on the district website. The report will include an assessment on compliance, the extent to which our wellness policy compares to model wellness policies, and the progress made in achieving goals. Every two to three years, the wellness committee will review the latest

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national recommendations pertaining to school health and will update the wellness policy accordingly.

(cf. 3542.1 – Food Service)

(cf. 6142.10 – Health Education)

Legal Reference: Connecticut General Statutes
 10-16b Prescribed courses of study.
 10-215 Lunches, breakfasts and the feeding programs for public school children and employees.
 10-221 Boards of education to prescribe rules, policies and procedures.
 10215a Nonpublic school participation in feeding program.
 10215b Duties of state board of education re: feeding programs.
 10216 Payment of expenses.
 10-215b-1 State board of education regulation – Competitive foods
 PA 04-224 An Act Concerning Childhood Nutrition in Schools, Recess, and Lunch Breaks
 National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol. 45, No. 20, Tuesday, January 29, 1980, pp. 67586772)
 Public Law 108-265, The Child Nutrition and WIC Reauthorization Act of 2004
 Healthy Hunger-Free Kids Act of 2010

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BETHEL PUBLIC SCHOOLS
Bethel, CT