

## Worksheet 4: Summary of Findings

This document assists local educational agencies (LEAs) with meeting the U.S. Department of Agriculture’s (USDA) triennial assessment requirements for the LSWP. For information on the triennial assessment process, refer to *Guidance for School Wellness Policy Triennial Assessment*. For additional worksheets, visit the “What’s Next” section of the CSDE’s School Wellness Policies webpage.



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 LEA’s progress toward meeting their wellness goals. Not all districts will have information to share in all four sections. Note: in Section 3 and Section 4, the LEA is only required to comment on federally required items, but may add information about other wellness topics if desired.

**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.

Waterford Country School’s wellness model is based on the Let’s Go 5210 model in an effort to promote physical activity and healthy eating in tandem with each other to increase overall wellbeing of our students and residents. The basic tenets of this model are 5 or more servings of fruits and vegetables, 2 or less hours of recreational screen time, 1 or more hours of physical activity and 0 sugary drinks per day. Waterford Country School provides free meals to all students and residents in an effort to reduce and/or eliminate food insecurities. Our meals are designed to meet the nutritional standards of the USDA and National School Lunch Program. There is no sale of outside food and/or beverage on campus. There are no vending machines and no items for purchase at mealtimes. Breakfast is offered in the cafeteria before school daily, and in addition to lunch, a healthy snack is offered in the morning and in the afternoon. Our school program incorporates physical education, as well as an experiential education component where the youth spend time on our farm working with and learning about different species of wildlife and agricultural science. Our 300-acre campus has walking/hiking trails, biking trails, a high-element ropes course and rock climbing tower, a state-of-the-art gymnasium and outdoor basketball courts, and a weight room. We recently hired a new Foodservice Manager with 15+ years of experience in foodservice in a public school setting, and is well-versed in navigating the rules and regulations of the National School Lunch Program. We are dedicating time and talent into the transformation of our foodservice program, and to developing the rich natural resources offered by our beautiful campus.

## Worksheet 4: Summary of Findings

**Section 2 (Create Practice Implementation Plans).** 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.

Waterford Country School will create a practice implementation plan through the work of a standing Wellness committee that includes participants from school administration, foodservice administration, parent(s), student(s), the Physical Education teacher, and a representative from the agency nursing staff. Utilizing the 5210 Wellness model that is currently in place as the starting point, the committee will review federal policy, a model policy and the results of the triennial wellness assessment to address deficiencies, ensure compliance with Federal Regulations, and further strengthen areas of success. The committee will meet on a set periodic interval and will be made part of the Annual Work Plan of the agency as a standing committee. Each area of improvement will include a policy revision, and implementation plan and a periodic evaluation to ensure synergy between policy and practice.

**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.

Waterford Country School will create a practice implementation plan through the work of a standing Wellness committee that includes participants from school administration, foodservice administration, parent(s), student(s), the Physical Education teacher, and a representative from the agency nursing staff. Utilizing the 5210 Wellness model that is currently in place as the starting point, the committee will review federal policy, focusing on ensuring that all of the requirements of federal policy are incorporated into the agency Wellness Policy. An action item for this standing committee will be to have a an annual work plan goal to monitor federal policy changes and make applicable modifications to the agency Wellness Policy to ensure continual alignment.

## Worksheet 4: Summary of Findings

**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.

The wellness policy will be updated to address areas of deficiency and to further strengthen areas of success. The policy will include language around offering the USDA School Breakfast Program and compliance with USDA nutrition standards for reimbursable meals. There is some deviation in portion size from requirements due to the incorporation of multiple ages in the cafeteria setting and student trauma around food insecurity. The policy will include a more detailed training plan for Foodservice staff. The policy will be updated to include language around food-centered celebrations and the utilization of food as a reward. We will develop a comprehensive non-food reward system. Physical education standards will be revised to 30 minutes per day/150 minutes per week for elementary students; 45 minutes per day/225 minutes per week for middle and high school students. Since Waterford Country School provides education for students outplaced from their home districts, it's challenging to offer before and after school activities. Students are transported in by their home districts and come directly to and leave directly after the school day. We can include policy language around partnering with home districts to provide information about programs available to our students, particularly the clubs, intramural and interscholastic opportunities available. Our current wellness policy addresses the composition of the wellness committee, but in practice there have been limited parent and student resources on the committee. We will strengthen stakeholder participation and further develop the language around implementation and compliance with the policy. We will ensure the triennial wellness review process gets completed and made available to the public on our agency website. We will incorporate a standing Wellness Committee into our Annual Work Plan. We will periodically compare our internal wellness policy to Federal standards and a model policy to identify strengths, gaps and weaknesses. We will address deficiencies and create opportunities for growth and success in promoting the overall health and well-being of our students and residents. We will continue to utilize 5210 as the basis for our wellness model. We will increase signage and information regarding this policy in our cafeteria dining room and through health education in the classroom.

## Worksheet 4: Summary of Findings

For information on the USDA's LSWP requirements, visit the Connecticut State Department of Education's (CSDE) [School Wellness Policies](#) website and the Rudd Center's [WELLSAT](#) website, or contact the [school nutrition programs staff](#) at the Connecticut State Department of Education, School Health, Nutrition and Family Services, 450 Columbus Boulevard, Suite 504, Hartford, CT 06103-1841.

This document is available at [https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet\\_4\\_Summarizing\\_Findings.docx](https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet_4_Summarizing_Findings.docx).



In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:** U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or
2. **fax:** (833) 256-1665 or (202) 690-7442; or
3. **email:** [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

The Connecticut State Department of Education is committed to a policy of affirmative action/equal opportunity for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, civil air patrol status, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex (pregnancy or sexual harassment), sexual orientation, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes.

Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Coordinator (ADA), Connecticut State Department of Education, 450 Columbus Boulevard, Suite 505, Hartford, CT 06103, 860-807-2071, [levy.gillespie@ct.gov](mailto:levy.gillespie@ct.gov).

# Worksheet 3: Identify Connections between Policy and Practice

This document assists local educational agencies (LEAs) with meeting the U.S. Department of Agriculture’s (USDA) triennial assessment requirements for the local school wellness policy (LSWP). For information on the triennial assessment process, refer to [Guidance for School Wellness Policy Triennial Assessment](#). For additional worksheets, visit the “What’s Next” section of the CSDE’s School Wellness Policies webpage.



The USDA requires that LEAs must publicly share the results of their wellness policy triennial assessment (e.g., through the district’s website). Information shared with the public must include 1) how the language in the LEA’s wellness policy compares to the model wellness policy; and 2) areas where there is a strong or weak policy, but practice implementation is either absent or limited.

This worksheet includes four sections that assess the connections between the LEA’s wellness policy and practices. The table below summarizes which sections the LEA must post to meet the USDA’s LSWP requirement for public notification.

Assessing Connections between the LEA’s Wellness Policy and Practices		
Section	Page	Public Posting Required
1 – Strong Policies and Aligned Practices	2	Yes
2 – Create Practice Implementation Plan	3	Yes
3 – Update Policies	4	No *
4 – Opportunities for Growth	5	No *
* Any federal requirements in these sections must be reported. Otherwise, LEAs may choose to share this information or additional materials as desired.		

**Instructions:** Use the LEA’s **WellSAT 3.0 scorecard** to enter the applicable policy item numbers and descriptions for each of the four sections. Post the information for all federal requirements and for sections 1 and 2 on the district’s website and share through other communication channels.

# Worksheet 3: Identify Connections between Policy and Practice

## Section 1 – Strong Policies and Aligned Practices



This document identifies where the district has a strong policy and is fully implementing practices that align with the policy.

- ▶ Describe the items that received a written policy score of 2 and an interview practice score of 2. **Start with the Federal Requirements for each section.**

Item number	Item description
	Section 1: Nutrition Education
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
	Section 4: Physical Education and Physical Activity
	Section 5: Wellness Promotion and Marketing
	Section 6: Implementation, Evaluation & Communication

# Worksheet 3: Identify Connections between Policy and Practice

## Section 2 – Create Practice Implementation Plan



This document identifies areas where there is a strong or weak policy, but practice implementation is either absent or limited. The Connecticut State Department of Education (CSDE) recommends working with key stakeholders and developing a plan to fully implement the policy as written.

- ▶ Enter the items that received either (1) a written policy score of 1 **and** an interview practice score of 0 or (2) a written policy score of 2 **and** an interview practice score of 1 or 0. **Start with the Federal Requirements for each section.**

Item number	Item description
	Section 1. Nutrition Education
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
	Section 4: Physical Education and Physical Activity
	Section 5: Wellness Promotion and Marketing
	Section 6: Implementation, Evaluation & Communication
IEC3	Identifies the officials responsible for the implementation and compliance of the local wellness policy.
IEC4	Addresses making the wellness policy available to the public.
IEC5	Addresses the assessment of district implementation of the local wellness policy at least every three years.
IEC8	Addresses the establishment of an ongoing school building level wellness committee.

# Worksheet 3: Identify Connections between Policy and Practice

## Section 3 – Update Policies



This document identifies areas where the LEA is (a) fully implementing practices but there is no or only weak language in the written policy, or (b) partially implementing practices with no policy language. Best practice is to update the policy to match the implementation level.

▶ Enter the items that received a written policy score of 0 or 1 **and** an interview practice score of 2. **Start with the Federal Requirements for each section.**

Item number	Item description
	Section 1. Nutrition Education
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
	Section 4: Physical Education and Physical Activity
	Section 5: Wellness Promotion and Marketing
	Section 6: Implementation, Evaluation & Communication
IEC7	Addresses a plan for updating the policy based on results of the triennial wellness committee.

# Worksheet 3: Identify Connections between Policy and Practice

## Section 4 – Opportunities for Growth

This identifies areas where the district has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way.



- ▶ Enter the items that received either (1) a written policy score of 0 **and** an interview practice score of 0 or 1 or (2) a written policy score of 1 **and** an interview practice score of 1. **Start with the Federal Requirements for each section.**

Item number	Item description
	Section 1. Nutrition Education
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM1	Assures compliance with nutrition standards for reimbursable school meals
SM2	Addresses access to the USDA School Breakfast Program
SM9	Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards,
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
NS9	Regulates food and beverage served at class parties and other school celebrations in elementary school.
NS12	Addresses food not being used as a reward.
	Section 4: Physical Education and Physical Activity
PEPA4	Addresses time per week of PE instruction for elementary students
PEPA5	Addresses time per week of PE instruction for middle school students
PEPA11	Addresses family and community engagement in PE opportunities at school
PEPA12	Addresses before and after school physical activity for students, including clubs, intramural, interscholastic opportunities.
PEPA15	Addresses joint agreements for PE participation at all schools
PEPA16	District addresses active transport for all K-12 students who live within walkable/bikeable distance
	Section 5: Wellness Promotion and Marketing
	Section 6: Implementation, Evaluation & Communication
IEC1	Addresses the establishment of an ongoing district wellness committee.
IEC2	Addresses how relevant stakeholders will participate in the periodic review and update of the local wellness policy.

## Worksheet 3: Identify Connections between Policy and Practice

IEC3	Identifies the officials responsible for the implementation and compliance of the local wellness policy.
IEC4	Addresses making the wellness policy available to the public.
IEC5	Addresses the assessment of district implementation of the local wellness policy at least every three years.
IEC6	Triennial assessment results will be made available to the public.
IEC7	Addresses a plan for updating the policy based on results of the triennial wellness committee

## Worksheet 3: Identify Connections between Policy and Practice

For information on the USDA's LSWP requirements, visit the Connecticut State Department of Education's (CSDE) [School Wellness Policies](#) website and the Rudd Center's [WELLSAT](#) website, or contact the [school nutrition programs staff](#) at the Connecticut State Department of Education, School Health, Nutrition and Family Services, 450 Columbus Boulevard, Suite 504, Hartford, CT 06103-1841.

This document is available at [https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet\\_3\\_Identifying\\_Connections\\_Policy\\_Practice.docx](https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet_3_Identifying_Connections_Policy_Practice.docx).



In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:** U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or
2. **fax:** (833) 256-1665 or (202) 690-7442; or
3. **email:** [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

The Connecticut State Department of Education is committed to a policy of affirmative action/equal opportunity for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, civil air patrol status, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex (pregnancy or sexual harassment), sexual orientation, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes.

Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Coordinator (ADA), Connecticut State Department of Education, 450 Columbus Boulevard, Suite 505, Hartford, CT 06103, 860-807-2071, [levy.gillespie@ct.gov](mailto:levy.gillespie@ct.gov).

# Worksheet 3: Identify Connections between Policy and Practice

This document assists local educational agencies (LEAs) with meeting the U.S. Department of Agriculture’s (USDA) triennial assessment requirements for the local school wellness policy (LSWP). For information on the triennial assessment process, refer to *Guidance for School Wellness Policy Triennial Assessment*. For additional worksheets, visit the “What’s Next” section of the CSDE’s School Wellness Policies webpage.



The USDA requires that LEAs must publicly share the results of their wellness policy triennial assessment (e.g., through the district’s website). Information shared with the public must include 1) how the language in the LEA’s wellness policy compares to the model wellness policy; and 2) areas where there is a strong or weak policy, but practice implementation is either absent or limited.

This worksheet includes four sections that assess the connections between the LEA’s wellness policy and practices. The table below summarizes which sections the LEA must post to meet the USDA’s LSWP requirement for public notification.

Assessing Connections between the LEA’s Wellness Policy and Practices		
Section	Page	Public Posting Required
1 – Strong Policies and Aligned Practices	2	Yes
2 – Create Practice Implementation Plan	3	Yes
3 – Update Policies	4	No *
4 – Opportunities for Growth	5	No *
* Any federal requirements in these sections must be reported. Otherwise, LEAs may choose to share this information or additional materials as desired.		

**Instructions:** Use the LEA’s **WellSAT 3.0 scorecard** to enter the applicable policy item numbers and descriptions for each of the four sections. Post the information for all federal requirements and for sections 1 and 2 on the district’s website and share through other communication channels.

# Worksheet 3: Identify Connections between Policy and Practice

## Section 1 – Strong Policies and Aligned Practices



This document identifies where the district has a strong policy and is fully implementing practices that align with the policy.

- ▶ Describe the items that received a written policy score of 2 and an interview practice score of 2. **Start with the Federal Requirements for each section.**

Item number	Item description
	Section 1: Nutrition Education
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
	Section 4: Physical Education and Physical Activity
	Section 5: Wellness Promotion and Marketing
	Section 6: Implementation, Evaluation & Communication

# Worksheet 3: Identify Connections between Policy and Practice

## Section 2 – Create Practice Implementation Plan



This document identifies areas where there is a strong or weak policy, but practice implementation is either absent or limited. The Connecticut State Department of Education (CSDE) recommends working with key stakeholders and developing a plan to fully implement the policy as written.

- ▶ Enter the items that received either (1) a written policy score of 1 **and** an interview practice score of 0 or (2) a written policy score of 2 **and** an interview practice score of 1 or 0. **Start with the Federal Requirements for each section.**

Item number	Item description
	Section 1. Nutrition Education
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
	Section 4: Physical Education and Physical Activity
	Section 5: Wellness Promotion and Marketing
	Section 6: Implementation, Evaluation & Communication
IEC3	Identifies the officials responsible for the implementation and compliance of the local wellness policy.
IEC4	Addresses making the wellness policy available to the public.
IEC5	Addresses the assessment of district implementation of the local wellness policy at least every three years.
IEC8	Addresses the establishment of an ongoing school building level wellness committee.

# Worksheet 3: Identify Connections between Policy and Practice

## Section 3 – Update Policies



This document identifies areas where the LEA is (a) fully implementing practices but there is no or only weak language in the written policy, or (b) partially implementing practices with no policy language. Best practice is to update the policy to match the implementation level.

▶ Enter the items that received a written policy score of 0 or 1 **and** an interview practice score of 2. **Start with the Federal Requirements for each section.**

Item number	Item description
	Section 1. Nutrition Education
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
	Section 4: Physical Education and Physical Activity
	Section 5: Wellness Promotion and Marketing
	Section 6: Implementation, Evaluation & Communication
IEC7	Addresses a plan for updating the policy based on results of the triennial wellness committee.

# Worksheet 3: Identify Connections between Policy and Practice

## Section 4 – Opportunities for Growth

This identifies areas where the district has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way.



- ▶ Enter the items that received either (1) a written policy score of 0 **and** an interview practice score of 0 or 1 or (2) a written policy score of 1 **and** an interview practice score of 1. **Start with the Federal Requirements for each section.**

Item number	Item description
	Section 1. Nutrition Education
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM1	Assures compliance with nutrition standards for reimbursable school meals
SM2	Addresses access to the USDA School Breakfast Program
SM9	Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards,
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
NS9	Regulates food and beverage served at class parties and other school celebrations in elementary school.
NS12	Addresses food not being used as a reward.
	Section 4: Physical Education and Physical Activity
PEPA4	Addresses time per week of PE instruction for elementary students
PEPA5	Addresses time per week of PE instruction for middle school students
PEPA11	Addresses family and community engagement in PE opportunities at school
PEPA12	Addresses before and after school physical activity for students, including clubs, intramural, interscholastic opportunities.
PEPA15	Addresses joint agreements for PE participation at all schools
PEPA16	District addresses active transport for all K-12 students who live within walkable/bikeable distance
	Section 5: Wellness Promotion and Marketing
	Section 6: Implementation, Evaluation & Communication
IEC1	Addresses the establishment of an ongoing district wellness committee.
IEC2	Addresses how relevant stakeholders will participate in the periodic review and update of the local wellness policy.

Local School Wellness Policy Triennial Assessment

**Worksheet 3: Identify Connections  
between Policy and Practice**

IEC3	Identifies the officials responsible for the implementation and compliance of the local wellness policy.
IEC4	Addresses making the wellness policy available to the public.
IEC5	Addresses the assessment of district implementation of the local wellness policy at least every three years.
IEC6	Triennial assessment results will be made available to the public.
IEC7	Addresses a plan for updating the policy based on results of the triennial wellness committee

## Worksheet 3: Identify Connections between Policy and Practice

For information on the USDA's LSWP requirements, visit the Connecticut State Department of Education's (CSDE) [School Wellness Policies](#) website and the Rudd Center's [WELLSAT](#) website, or contact the [school nutrition programs staff](#) at the Connecticut State Department of Education, School Health, Nutrition and Family Services, 450 Columbus Boulevard, Suite 504, Hartford, CT 06103-1841.

This document is available at [https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet\\_3\\_Identifying\\_Connections\\_Policy\\_Practice.docx](https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet_3_Identifying_Connections_Policy_Practice.docx).



In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:** U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or
2. **fax:** (833) 256-1665 or (202) 690-7442; or
3. **email:** [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

The Connecticut State Department of Education is committed to a policy of affirmative action/equal opportunity for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, civil air patrol status, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex (pregnancy or sexual harassment), sexual orientation, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes.

Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Coordinator (ADA), Connecticut State Department of Education, 450 Columbus Boulevard, Suite 505, Hartford, CT 06103, 860-807-2071, [levy.gillespie@ct.gov](mailto:levy.gillespie@ct.gov).

## Worksheet 2: Scorecard for WellSAT-I

This document assists local educational agencies (LEAs) with meeting the U.S. Department of Agriculture's (USDA) triennial assessment requirements for the local school wellness policy (LSWP). For information on the triennial assessment process, refer to *Guidance for School Wellness Policy Triennial Assessment*. For additional worksheets, visit the “What’s Next” section of the CSDE’s School Wellness Policies webpage.

**What is the WellSAT-I?** The WellSAT-I is an interview that measures how fully a district is implementing wellness practices in its schools. It is designed to be used in conjunction with the written wellness policy scoring tool, WellSAT 3.0.

**What is the difference between WellSAT 3.0 and the WellSAT-I?** WellSAT 3.0 is designed to score your district’s written policy. It does not tell us what is happening in the district; it only tells us what language is used in the district’s written wellness policy. It is also important to know what is actually happening in the schools in your district, which is why the WellSAT-I was developed. The WellSAT-I is a series of interview questions that match each of the wellness policy items scored using WellSAT 3.0.

**Where do I get the WellSAT-I?** The WellSAT-I is available at <http://www.wellsat.org/WellSAT-I.aspx>. You can download the full measure or each of the six sections separately.

**Who should be interviewed?** Because there are many components to school wellness, it is necessary to interview a few different people. The district wellness committee should work together to look at each section and decide which personnel are best suited to answer each question. The people most often able to answer the questions are the food service director; the head of district curriculum; a health/nutrition teacher; a school principal; a physical education teacher; a classroom teacher; and a district-level administrator.

**Do these questions apply to the whole district or specific schools?** If there were unlimited time and resources, it would be interesting to assess every school in your district; however, that is not necessary for the triennial review. The goal is to get an overview of the practices taking place in your district overall. For the questions that apply to specific school practices, you may select staff from any of your schools for the interviews. These items are marked with a school icon. You may want to note if you hear that some wellness practices are implemented inconsistently from school to school.

**How do I use the scorecard?** The scorecard mirrors the six sections of the WellSAT-I. Read the question aloud from the measurement tool you have downloaded. As you listen to the answer, refer to the scoring guidance provided with each question. Code the response as a “0” (practice does not take place); “1” (practice is partially in place, i.e., occurs sometimes, or inconsistently) or “2” (practice is fully in place).

# Worksheet 2: Scorecard for the WellSAT-I



Federal Requirement



School-level Item

Section 1: Nutrition Education (NE)			
Interviewees: head of curriculum or health/nutrition teacher, food service director			
Personnel to be interviewed: Date of interview:			Score
	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
	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
	NE3	Do all elementary school students receive sequential and comprehensive nutrition education?	2
	NE4	Do all middle school students receive sequential and comprehensive nutrition education?	2
	NE5	Do all high school students receive sequential and comprehensive nutrition education?	2
	NE6	Is nutrition education integrated into other subjects beyond health education?	2
	NE7	Is nutrition education linked with the school food environment?	2
	NE8	Does nutrition education address agriculture and the food system?	2

## Worksheet 2: Scorecard for the WellSAT-I

Section 2: Standards for USDA Child Nutrition Programs and School Meals (SM)			
Interviewee: food service director			
Personnel to be interviewed: Date of interview:		Score	
	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?	1
	SM2	Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students?	1
	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
	SM4	How does the district handle unpaid balances? Follow up questions: 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
	SM5	How are families provided information about eligibility for free/reduced priced meals?	2
	SM6	Are specific strategies used to increase participation in the school meal programs? If yes, please describe.	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
	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
	SM9	What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards?	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

## Worksheet 2: Scorecard for the WellSAT-I

Section 3: Nutrition Standards for Competitive and Other Foods and Beverages (NS)			
Interviewee: food service director/school principal			
Personnel to be interviewed: Date of interview:		Score	
	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
	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?	2
The following questions are about the sale of competitive foods in different locations in the school during the school day.			
	NS3	Are there competitive foods/beverages sold <b>a la carte</b> in the cafeteria during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2
	NS4	Are there food or beverage <b>vending machines</b> 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?	2
	NS5	Are there food or beverages sold in <b>school stores</b> during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2
	NS6	Are there food or beverage <b>fundraisers</b> 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?	2
	NS7	Connecticut has adopted an exemption policy that allows for no school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks. Are you familiar with this state law?	NA
	NS8	Are foods or beverages containing caffeine sold at the high school level?	2
	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

## Worksheet 2: Scorecard for the WellSAT-I

Section 3: Nutrition Standards for Competitive and Other Foods and Beverages (NS), <i>continued</i>		Score
Interviewee: food service director/school principal		
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?	2
NS11	Addresses nutrition standards for all foods and beverages <b>sold</b> (not served) to students <b>after the school</b> day, including before/after care on school grounds, clubs, and after school programming	2
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).	1
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

## Worksheet 2: Scorecard for the WellSAT-I

Section 4: Physical Education Physical Activity (PEPA)			
Interviewee: physical education teacher/head of curriculum			
Personnel to be interviewed: Date of interview:			Score
	PEPA1	Does the district have a written physical education curriculum that is implemented consistently for every grade?	2
	PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	2
	PEPA3	How does your physical education program promote a physically active lifestyle?	2
	PEPA4	How many minutes per week of PE does each grade in elementary school receive?	0
	PEPA5	How many minutes per week of PE does each grade in middle school receive?	0
	PEPA6	How many minutes per week of PE does each grade in high school receive?	2
	PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	2
	PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	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
	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
	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?	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?	0
	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?	2

## Worksheet 2: Scorecard for the WellSAT-I

<b>Section 4: Physical Education Physical Activity (PEPA), <i>continued</i></b>		Score
Interviewee: physical education teacher/head of curriculum		
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?	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?	0
PEPA16	What proportion of students walk or bike to school? How frequently do they do that?	1

Local School Wellness Policy Triennial Assessment

**Worksheet 2: Scorecard for the WellSAT-I**

Section 5: Wellness Promotion and Marketing Section (WPM)			
Interviewee: principal/teacher/food service director			
Personnel to be interviewed: Date of interview:		Score	
	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?	2
	WPM2	Are there strategies used by the school to support employee wellness? Please describe.	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
	WPM4	Do teachers ever use physical activity as a punishment?	2
	WPM5	Do teachers ever withhold physical activity as a classroom management tool?	2
	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?	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
	WPM8	Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)?	2
	WPM9	Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)?	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	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)?	2
	WPM12	Is there food or beverage marketing through fundraisers and corporate-incentive programs?	2

## Worksheet 2: Scorecard for the WellSAT-I

Section 6: Implementation, Evaluation, and Communication (IECH)			
Interviewee: district level official/principal			
Personnel to be interviewed: Date of interview:		Score	
	IEC1	Is there an active district level wellness committee?	1
	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"> <li>• parents</li> <li>• students</li> <li>• school food authority representative</li> <li>• physical education teacher</li> <li>• school health professional (nurse, social worker, school psychologist)</li> <li>• school board member</li> <li>• school administrator</li> <li>• community member</li> </ul>	0
	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?	0
	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?	0
	IEC5	How does the committee assess implementation of the wellness policy? How often does this assessment occur?	0
	IEC6	What is included in the triennial assessment report to the public? Note: the requirement is to include: <ol style="list-style-type: none"> <li>1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy.</li> <li>2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies.</li> <li>3. A description of the progress made in attaining the goals of the local school wellness policy.</li> </ol>	2
	IEC7	Has the wellness policy been revised based on the triennial assessment?	2
	IEC8	Is there an active school level wellness committee?	1

## Worksheet 2: Scorecard for the WellSAT-I

For information on the USDA's LSWP requirements, visit the Connecticut State Department of Education's (CSDE) [School Wellness Policies](#) website and the Rudd Center's [WELLSAT](#) website, or contact the [school nutrition programs staff](#) at the Connecticut State Department of Education, School Health, Nutrition and Family Services, 450 Columbus Boulevard, Suite 504, Hartford, CT 06103-1841.

This document is available at [https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet\\_2\\_Scorecard\\_WellSAT\\_I.docx](https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet_2_Scorecard_WellSAT_I.docx).



In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:** U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or
2. **fax:** (833) 256-1665 or (202) 690-7442; or
3. **email:** [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

The Connecticut State Department of Education is committed to a policy of affirmative action/equal opportunity for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, civil air patrol status, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex (pregnancy or sexual harassment), sexual orientation, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes.

Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Coordinator (ADA), Connecticut State Department of Education, 450 Columbus Boulevard, Suite 505, Hartford, CT 06103, 860-807-2071, [levy.gillespie@ct.gov](mailto:levy.gillespie@ct.gov).



[Start Coding a New Policy](#) | [My Saved Policies](#) | [Change my password](#) | [Logout](#) | [Rudd Center](#) | [Contact](#)

[About the WellSAT](#)

[Coding Tips](#)

[Using Your Scores](#)

[WellSAT-I](#)

[Triennial Assessment](#)

[Resources](#)

## THE ASSESSMENT TOOL

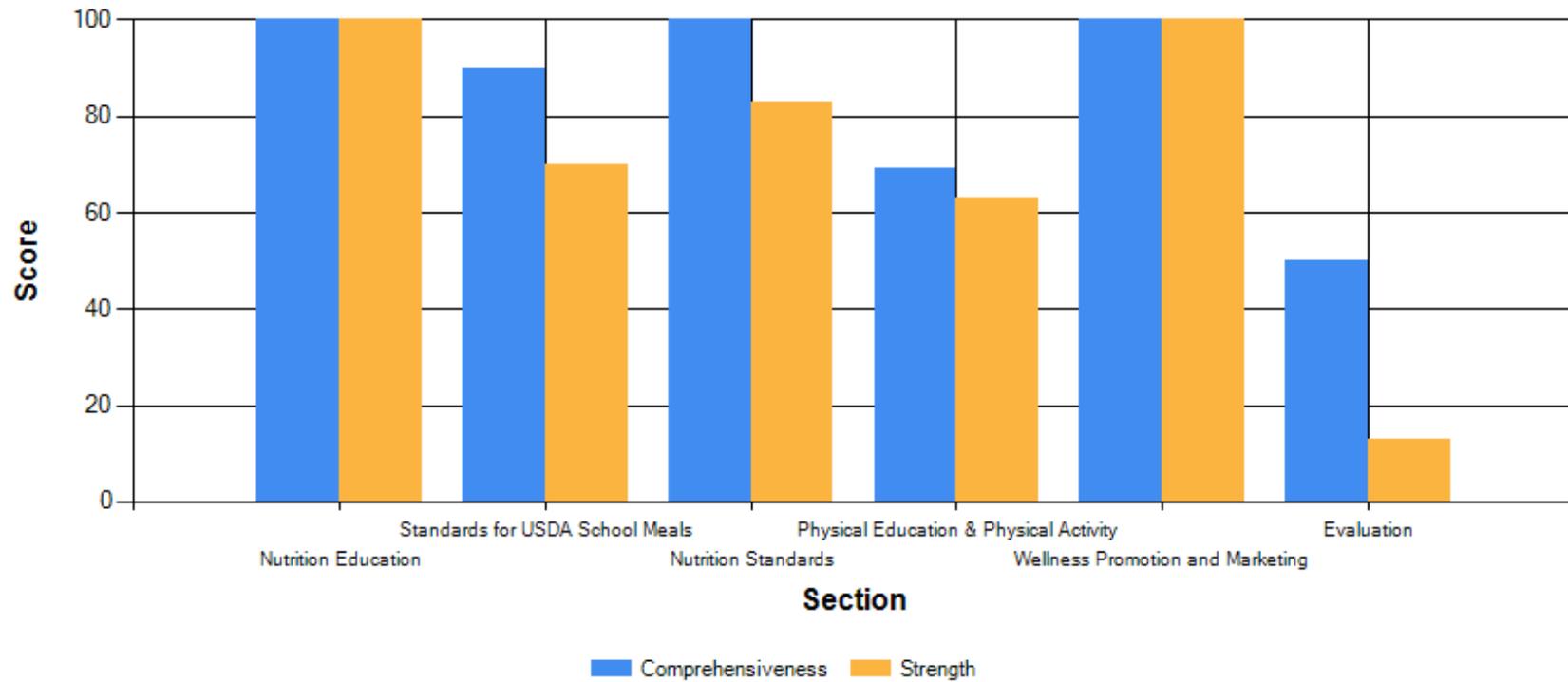
### Your District's Scorecard

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: WCS Wellsat 2022**



### Section 1. Nutrition Education

Rating

<b>NE1</b>	 Includes goals for nutrition education that are designed to promote student wellness.	<b>2</b>
<b>NE2</b>	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	<b>2</b>
<b>NE3</b>	All elementary school students receive sequential and comprehensive nutrition education.	<b>2</b>
<b>NE4</b>	All middle school students receive sequential and comprehensive nutrition education.	<b>2</b>
<b>NE5</b>	All high school students receive sequential and comprehensive nutrition education.	<b>2</b>

<b>NE6</b>	Nutrition education is integrated into other subjects beyond health education	<b>2</b>
<b>NE7</b>	Links nutrition education with the school food environment.	<b>2</b>
<b>NE8</b>	 Nutrition education addresses agriculture and the food system.	<b>2</b>
<b>Subtotal for Section 1</b>	<b>Comprehensiveness Score:</b> 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."	<b>100</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	<b>100</b>

[Click here for Nutrition Education Resources](#)

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

Rating

<b>SM1</b>	 Assures compliance with USDA nutrition standards for reimbursable school meals.	<b>1</b>
<b>SM2</b>	Addresses access to the USDA School Breakfast Program.	<b>1</b>
<b>SM3</b>	 District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	<b>2</b>
<b>SM4</b>	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	<b>2</b>
<b>SM5</b>	Specifies how families are provided information about determining eligibility for free/reduced priced meals.	<b>2</b>

<b>SM6</b>	Specifies strategies to increase participation in school meal programs.	<b>2</b>
<b>SM7</b>	Addresses the amount of "seat time" students have to eat school meals.	<b>2</b>
<b>SM8</b>	 Free drinking water is available during meals.	<b>2</b>
<b>SM9</b>	 Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	<b>0</b>
<b>SM10</b>	 Addresses purchasing local foods for the school meals program.	<b>2</b>
<b>Subtotal for Section 2</b>	<b>Comprehensiveness Score:</b> 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."	<b>90</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 10 (the number of items in this section). Multiply by 100.	<b>70</b>

[Click here for School Food Resources](#)

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

Rating

<b>NS1</b>	 Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages <b>sold</b> to students during the school day.	<b>2</b>
<b>NS2</b>	USDA Smart Snack standards are easily accessed in the policy.	<b>2</b>
<b>NS3</b>	 Regulates food and beverages sold in a la carte.	<b>2</b>

<b>NS4</b>	 Regulates food and beverages sold in vending machines.	<b>2</b>
<b>NS5</b>	 Regulates food and beverages sold in school stores.	<b>2</b>
<b>NS6</b>	 Addresses fundraising with food to be consumed during the school day.	<b>2</b>
<b>NS8</b>	Addresses foods and beverages containing caffeine at the high school level.	<b>2</b>
<b>NS9</b>	 Regulates food and beverages <b>served</b> at class parties and other school celebrations in elementary schools.	<b>1</b>
<b>NS10</b>	Addresses nutrition standards for all foods and beverages <b>served</b> to students <b>after</b> the school day, including, before/after care on school grounds, clubs, and after school programming.	<b>2</b>
<b>NS11</b>	Addresses nutrition standards for all foods and beverages <b>sold</b> to students <b>after</b> the school day, including before/after care on school grounds, clubs, and after school programming.	<b>2</b>
<b>NS12</b>	Addresses food not being used as a reward.	<b>1</b>
<b>NS13</b>	Addresses availability of free drinking water throughout the school day.	<b>2</b>
<b>Subtotal for Section 3</b>	<b>Comprehensiveness Score:</b> 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."	<b>100</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). Multiply by 100.	<b>83</b>

[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.	0
PEPA5	Addresses time per week of physical education instruction for all middle school students.	0
PEPA6	Addresses time per week of physical education instruction for all high school students.	2
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.	0
PEPA12	 Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	0
PEPA13	Addresses recess for all elementary school students.	2
PEPA14	 Addresses physical activity breaks during school.	2
	Joint or shared-use agreements for physical activity participation at all schools.	

<b>PEPA15</b>		<b>0</b>
<b>PEPA16</b>	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	<b>1</b>
<b>Subtotal for Section 4</b>	<b>Comprehensiveness Score:</b> 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."	<b>69</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 16 (the number of items in this section). Multiply by 100.	<b>63</b>

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

## Section 5. Wellness Promotion and Marketing

Rating

<b>WPM1</b>	Encourages staff to model healthy eating and physical activity behaviors.	<b>2</b>
<b>WPM2</b>	 Addresses strategies to support employee wellness.	<b>2</b>
<b>WPM3</b>	Addresses using physical activity as a reward.	<b>2</b>
<b>WPM4</b>	Addresses physical activity not being used as a punishment.	<b>2</b>
<b>WPM5</b>	Addresses physical activity not being withheld as a punishment.	<b>2</b>
<b>WPM6</b>	Specifies marketing to promote healthy food and beverage choices.	<b>2</b>
<b>WPM7</b>		<b>2</b>

	 Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	
<b>WPM8</b>	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	<b>2</b>
<b>WPM9</b>	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	<b>2</b>
<b>WPM10</b>	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).	<b>2</b>
<b>WPM11</b>	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).	<b>2</b>
<b>WPM12</b>	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).	<b>2</b>
<b>Subtotal for Section 5</b>	<b>Comprehensiveness Score:</b> 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."	<b>100</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). Multiply by 100.	<b>100</b>

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

## Section 6. Implementation, Evaluation & Communication

Rating

<b>IEC1</b>	Addresses the establishment of an ongoing district wellness committee.	<b>1</b>
<b>IEC2</b>	 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	<b>1</b>

	general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.	
<b>IEC3</b>	 Identifies the officials responsible for the implementation and compliance of the local wellness policy.	<b>1</b>
<b>IEC4</b>	 Addresses making the wellness policy available to the public.	<b>0</b>
<b>IEC5</b>	 Addresses the assessment of district implementation of the local wellness policy at least once every three years.	<b>0</b>
<b>IEC6</b>	 Triennial assessment results will be made available to the public and will include:	<b>0</b>
<b>IEC7</b>	 Addresses a plan for updating policy based on results of the triennial assessment.	<b>0</b>
<b>IEC8</b>	Addresses the establishment of an ongoing school building level wellness committee.	<b>2</b>
<b>Subtotal for Section 6</b>	<b>Comprehensiveness Score:</b> 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."	<b>50</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	<b>13</b>

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

## Overall District Policy Score

<b>Total Comprehensiveness</b> Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	<b>District Score</b> <b>85</b>
--	------------------------------------

**Total Strength**

Add the strength scores for each of the six sections above and divide this number by 6.

**District Score****72**

Federal Requirement



Farm to School



CSPAP

Thank you for completing the WellSAT!

[Print-friendly version](#)

[Export data from the current wellness policy assessment \(version 3.0 and WellSAT-I\)](#)

[Email scores to my registered email address](#)

Email scores to:

[Resources](#) [Contact Us](#) [Contributors](#) [About the Rudd Center](#)

Copyright © 2021 University of Connecticut

design by cavich creative llc

Waterford Country School

**SCHOOL WELLNESS POLICY**

**“Let’s Go, 5210”**

**I. Introduction:**

Waterford Country School (WCS) is committed to developing students’ skills and behaviors that promote lifelong physical, emotional and spiritual wellness. WCS recognizes that a student’s readiness to learn is related to his/her physical and psychological well being. The Agency is committed to creating healthy environments that all students can take full advantage.

This policy has been developed with the assistance of the State of Connecticut Department of Education Bureau of Health and Nutrition Services and Child/Family/School Partnerships and the Let’s Go, 5210 Health Model.

**II. Health and Wellness Committee:**

At the 2004 Administrative Planning Retreat, the Agency established a Health and Wellness focus group. The group was again endorsed in 2005, and in 2006, was made into a standing committee. This group serves as the primary oversight body for this policy.

The Health and Wellness Committee shall be chaired by the Medical Program Director, Food Service Director and any other committee member as appointed by the committee. The committee shall be comprised both of designated members and of any other agency personnel interested in participating. The designated members shall include a parent/ and or caretaker, a student, the Food Service Coordinator, the Health/PE teacher, a member of the school/agency administration, a member of the board of trustees, and a member of the public.

This committee shall serve as the “School Health Team” and will oversee the following areas:

- Implementation of the nutrition and physical activity standards
- Integration of nutrition and physical activity into the overall curriculum
- Staff training related to nutrition and physical activity issues
- Ensure that students receive nutrition education and engage in vigorous physical activity
- Pursue contracts with outside vendors who encourage healthy eating
- Ensure that all food sold at the Agency include healthy choices
- Prepare a report of the Annual Quality Improvement Report which includes:
  - Monthly menus and meal counts
  - Accounting and listing of all food sold by Agency Food Service
  - Assurance that there are no vending machines available to students

- Listing of physical activity programs and opportunities for the students during the school year
- Assessment of student and parent satisfaction and/or support of these practices
- Any other evaluation data related to this initiative

### **III. Program Goals and Objectives:**

#### **A. Nutrition Guidelines**

**Goal:** Waterford Country School will provide students with a variety of nutritious and appealing foods that meet the student's health and nutrition needs and accommodate ethnic and cultural food preferences.

##### **Objectives:**

1. School meals will be consistent with USDA nutrition standards and focus on increasing fruits, vegetables and whole grains. School meals will:
  - a. Offer a daily variety of fruits and vegetables
  - b. Serve only 1% and fat free flavored milk.
  - c. Ensure that all grains s are whole grain rich.
  - d. Share information about nutritional content of foods with students, families and staff.
2. Menus shall be planned with student input and follow basic planning principles including balance, variety, contrast, color and eye appeal. Menus shall take into account students' cultural norms and preferences.
3. Modified menus shall be prepared for students with food allergies and other special dietary needs.
4. No food shall be sold to students either through vending machines or other means.
5. Classroom snacks shall feature healthy choices that meet nutrition standards and shall not be withheld as a punishment.

**Goal:** Waterford Country School dining facilities will support healthy eating habits by providing clean, safe and pleasant settings with adequate time for students to eat.

##### **Objectives:**

1. All meals will be provided to students free of charge and students will have at least 10 minutes for breakfast and 20 minutes for lunch after sitting down to eat.
2. Staff development programs will include appropriate certification and training programs for Food Services Coordinator, and kitchen staff.
3. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines will be implemented to prevent food-borne illnesses.
4. Food and beverages shall not be used as a reward for academic performance or good behavior unless called for in a student's IEP. Food and beverages will never be withheld as a behavioral consequence.

### B. Nutrition Education and Promotion

Nutrition education shall be provided as part of health education program and life skills development, as appropriate, shall be integrated into classroom subjects such as math, science, language arts, physical education, and social studies. Students shall receive consistent nutrition messages based on the latest Dietary Guidelines for Americans throughout the school community, including classrooms, the dining hall, and units. Nutrition messages, consistent with the Dietary Guidelines for Americans, shall be present throughout the Agency. Advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, is prohibited. Administrators and staff will be encouraged to model nutritious food choices and eating habits.

### C. Physical Activity

All students shall have a minimum 1 hour of physical activity a day. While in school the students will receive 30 minutes of developmentally appropriate daily physical activity, through recess, active classroom lessons, in-class physical activity breaks, and physical education. Strategies that incorporate physical movement in the classroom and into routine daily activities should be incorporated into the school culture. The physical education program will provide students with the knowledge and skills needed to be physically fit and take part in healthful physical activity on a regular basis. Physical education classes will keep all students involved in purposeful activity for a majority of the class period. The remaining 30 minutes will be incorporated into the students after school schedule while on in the units. 1 hour of physical activity per day will be incorporated into weekends and holiday schedules.

The Agency will provide a physical and social environment that encourages safe and enjoyable physical activity and fosters the development of a positive attitude toward health and fitness.

The agency will not use physical activity (running laps, pushups) as punishments. Schools will not withhold opportunities for physical activity during the day (recess, physical education ) as punishment, unless participation would cause a student to be a danger to himself/herself or others or is allowed by a student's individual education plan (IEP). Staff are encouraged to provide alternative physical activities for students behaving inappropriately during physical activities such as physical education and recess.

### D. Screen Time

The 5210 Health Model endorses 2 hour or less of recreational screen time (time outside of school). Screen time such as television, computers, video games and other electronic media will be used for educational purposes while in school. Exceptions will be made for screen time that engages youth in physical activity, such as dance or exercise videos or active video games. In the event of inclement weather causing the students to stay indoors during outside time, students will be provided with appropriate opportunities for

physical activity. This could include stretching, walking, and active videos and CD's that promote group physical activity.

#### E. Staff Wellness

Waterford Country School highly values the health and well-being of every staff member and will support personal efforts by staff to maintain a healthy lifestyle. The Health and Wellness committee may implement other appropriate programs that support consistent wellness messages and promote healthy eating and physical activity.

#### **IV. Implementation of This Policy**

The Health and Wellness Committee shall serve as the primary monitoring body for the implementation of this policy. Administrative responsibility shall be shared by the Medical Program Director, the Director of Education and the Food Service Coordinator and each of them shall be responsible to the Executive Director for their roles under this policy.

The Committee shall report annually on the status of the goals and objectives outlined under this policy at the administrative planning retreat, and shall report any concern to the Executive Director as they are discovered.

SS 10/15/14