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To: Members of the School Board of Trustees
From: Steve Thalheimer
March 26, 2018
RE: Wellness Committee and Nutrition Programs Update

Fairfield Community Schools Wellness Committee has conducted its annual review of policy and nutrition and wellness activities. The February 27 committee meeting was devoted to reviewing board policy using the WellSAT tool with the committee identifying areas of strength and weakness (*meeting minutes on following page*). Areas of improvement in the WellSAT assessment were concentrated in the area of marketing and promotion and other indicators related to sharing information. A copy of the WellSAT follows this report.

As required, the wellness committee had representatives ready to receive public comment about policy and activities from 4:15 to 5:00 prior to the March 7 board meeting; no one came to comment. Information about the opportunity was shared with a PowerAnnouncement to all school families prior to the meeting, and it was listed as an item prior to the actual board meeting on the posted board agenda.

Next steps for the areas of wellness and nutrition include:

- Revising policy with the next NEOLA update, arriving this spring, to better address items missing in current policy or identified as weak in the WellSAT.
- Carry out delivery of foodservice department newsletter that Vickie Richardson has explored
- Promote wellness and execute marketing strategy changes to be placed in policy revision

I commend Vickie for the work she does for our corporation here in coordinating food service, and I appreciate the work all of our cafeteria managers do in working with our dietician from the service center, Kaylyn MacKillop.

Respectfully submitted,
Steve Thalheimer

Fairfield Community Schools Wellness Committee Meeting
February 28, 2018

Presiding: Steve Thalheimer

Attending: Bruce Bergdall, Jessica Dunlap, Carla Hochstetler, Dawn Mikel, Kaylyn MacKillop, Michelle Sanchez, Rachel Stiver, Sheree Rikken, Tim Fritz, Vickie Richardson, Wayne Miller

Meeting called to order at 3:30. Thalheimer reminded committee members about the purpose of the committee, and then Kaylyn and Vickie updated the group on nutrition requirements and school meals. Kaylyn reported there are no changes from the state or federal programs this year. The sodium content in meal reduction is on a waiver so no further reductions are expected. One-percent flavored milk can be served without a waiver; the elementary schools have done so. A whole grain waiver is available for buns, tortillas, and, most importantly, pasta. Vickie shared that she will use food service funds to provide families with a food service newsletter. There are two versions of a two-sided handout geared toward elementary students and secondary students. A sample of the newsletter was passed around for the group to see.

Thalheimer then led the group through wellness Policy 8510 and the WellSAT assessment results from last year in order to find ways to reduce the number of indicators for which there were scores of 0. With the group's consent, the following changes to policy will be drafted and included with the next NEOLA revision cycle (copy of draft follows these minutes):

Indicator SM1 added to page 5 with reference to breakfast

Indicator SM7 added to page 4 about lunch on premises

Indicator SM13 is happening with some grades at Benton Elementary and will be discussed with administrative team

Indicator NS3 was decided as not applicable

Indicator NS4 was addressed in the last cycle on pages 5-6

Indicator NS9 will be addressed by adding Smart Snacks link to page 5

Indicators NS10 and SM 14 will be added with a mention of water on page 5

Indicators PEPA6 and PEPA8 will be added to certified staff item on page 3

Indicator WPM5 will be added into the section on rewards on page 5

Indicators WPM8, WPM9, and WPM 12 are met by the newsletter being sent out and The Great Body Shop health curriculum passed out to students to take home.

Indicators ICEC8 and 11 will be addressed with information located on the district website.

Such changes move the district WellSAT score from a comprehensive score of 72 and strength score of 56 in 2017 to a comprehensive score of 88 and strength score of 72 in 2018. A copy of the WellSAT score report for 2018 is attached.

Thalheimer suggested the public hearing on food service be held prior to the March 7 board meeting at 4:15. The committee agreed, and Thalheimer said he would canvas for volunteers when the minutes are sent out.

Meeting concluded with Kaylyn saying that what we are doing with the WellSAT puts us going above and beyond the minimums set by the State of Indiana in wellness policy and this is something that should be touted.

Meeting adjourned at 4:15 pm.

Respectfully submitted,
Steve Thalheimer

WELLNESS

As required by law, the School Board establishes the following wellness policy for the School Corporation as a part of a comprehensive wellness initiative.

The Board recognizes that good nutrition and regular physical activity affect the health and well-being of the Corporation's students. Furthermore, research suggests that there is a positive correlation between a student's health and well-being and his/her ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school.

Schools alone, however, cannot develop in students healthy behaviors and habits with regard to eating and exercise. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

The Board sets the following goals in an effort to enable students to establish good health and nutrition habits:

- A. With regard to nutrition education:
 - 1. Nutrition education shall be included in the health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
 - 2. Nutrition education shall be included in the sequential, comprehensive health curriculum in accordance with the curriculum standards and benchmarks established by the State.
 - 3. Nutrition education shall be integrated into other subject areas of the curriculum, when appropriate, to complement, but not replace, the standards and benchmarks for health education.

4. Nutrition education standards and benchmarks shall be age-appropriate and culturally relevant.
5. The standards and benchmarks for nutrition education shall be behavior focused.
6. Nutrition education shall include opportunities for appropriate student projects related to nutrition, involving, when possible, community agencies and organizations.
7. Nutrition education shall extend beyond the classroom by engaging and involving the school's food service staff.
8. Nutrition education posters, such as MyPlate, will be displayed in the cafeteria.
9. The school cafeteria shall serve as a learning lab by allowing students to apply the knowledge, attitudes, and skills taught in the classroom when making choices at mealtime.
10. Nutrition education shall extend beyond the school by engaging and involving families and the community.
11. Nutrition education shall reinforce lifelong balance by emphasizing the link between caloric intake (eating) and exercise in ways that are age-appropriate.
12. Instruction related to the standards and benchmarks for nutrition education shall be provided by highly qualified teachers.
13. The Corporation shall provide information to parents that is designed to encourage them to reinforce at home the standards and benchmarks being taught in the classroom.

B. With regard to physical activity:

1. Physical Education

- a. A sequential, comprehensive physical education program shall be provided for students in K-12 in accordance with the physical education academic content standards and benchmarks adopted by the State.
- b. Planned instruction in physical education shall be sufficient for students to achieve a proficient level with regard to the standards and benchmarks adopted by the State.
- c. Planned instruction in physical education shall promote participation in physical activity outside the regular school day.
- d. All students in grades K-6, including those with disabilities, special health care needs and in alternative educational settings (to the extent consistent with the students' IEPs), shall receive instruction in physical education for at least thirty (30) minutes per week for the entire school year.
- e. All students, including those with disabilities, special health care needs and in alternative educational settings (to the extent consistent with the students' IEPs), shall receive instruction in physical education for forty-five (45) minutes per day five (5) days per week for four (4) semesters in grades 7-8. All students, including those with disabilities, special health care needs and in alternative educational settings (to the extent consistent with the students' IEPs), shall receive instruction in physical education for forty-five (45) minutes per day five (5) days per week for at least two (2) semesters in grades 9-12. The exception to this is students who choose the standards-based PE Proficiency option available to students in extra-curricular activities (i.e. sports, band, and choir). Students choosing this option complete a form from the guidance office signed by a parent and the coach/sponsor indicating they completed the activity in good standing.
- f. Physical education classes shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge, attitudes, and skills necessary to engage in lifelong, health-enhancing physical activity.

- g. The sequential, comprehensive physical education curriculum shall stress the importance of remaining physically active for life.
- h. The K-12 program shall include instruction in physical education as well as opportunities to participate in competitive and non-competitive team sports to encourage lifelong physical activity.
- i. Teachers properly certificated/licensed in the subject area of physical education shall provide all instruction in physical education. Every attempt will be made to keep physical education class size at a ratio of 35:1. Teachers are provided opportunities for ongoing professional development and collaboration.
- j. Planned instruction in physical education shall teach cooperation, fair play, and responsible participation.
- k. Planned instruction in physical education shall meet the needs of all students, including those who are not athletically gifted.
- l. Planned instruction in physical education shall be presented in an environment free of embarrassment, humiliation, shaming, taunting, bullying, or harassment of any kind.
- m. Planned instruction in physical education shall include cooperative as well as competitive games.
- n. Planned instruction in physical education shall take into account gender and cultural differences.

2. Physical Activity

- a. Physical activity shall not be employed as a form of discipline or punishment.
- b. Physical activity and movement shall be integrated, when possible, across the curricula and throughout the school day.
- c. Schools shall encourage families to provide physical activity outside the regular school day, such as outdoor play at home, participation in sports sponsored by community agencies or organizations, and in lifelong physical activities like bowling, swimming, or tennis.
- d. All students in grades K- 6 shall be provided with a daily recess period at least twenty (20) minutes in duration.

- e. The school shall provide information to families to encourage and assist them in their efforts to incorporate physical activity into their children's daily lives.
- f. The school shall encourage families and community organizations to help develop and institute programs that support physical activity of all sorts.
- g. In addition to planned physical education, the school shall provide age-appropriate physical activities (e.g., recess during the school day, intramurals and clubs before and after school, and interscholastic sports) that meet the needs of all students, including males, females, students with disabilities, and students with special health care needs.

C. With regard to other school-based activities:

- 1. The schools shall schedule mealtimes so there is minimum disruption by bus schedules, recess, and other special programs or events. Students shall not leave school grounds during lunch periods unless signed out by a parent/guardian or unless leaving school to attend Career Technical Education or other offsite courses of study.
- 2. The school shall provide attractive, clean environments in which the students eat.
- 3. Students, parents, and other community members shall have access to, and be encouraged to use, the school's outdoor physical activity facilities outside the normal school day. Staff and students are granted access to the fitness facility at Fairfield Jr-Sr High School.
- 4. The schools may provide opportunities for staff, parents, and other community members to model healthy eating habits by dining with students in the school dining areas.
- 5. The schools may demonstrate support for the health of all students by hosting health clinics and screenings and encouraging parents to enroll their eligible children in Medicaid or in other children's health insurance programs for which they may qualify.
- 6. Schools in our system utilize electronic identification and payment systems, therefore, eliminating any stigma or identification of students eligible to receive free and/or reduced meals.

7. Students are discouraged from sharing their foods or beverages with one another during meal times, given concerns about allergies and other restrictions on some students' diets.
- D. With regard to nutrition promotion, any foods and beverages marketed or promoted to students on the school campus, during the school day, will meet or exceed the USDA Smart Snacks in School nutrition standards. Information about Smart Snack in Indiana schools can be found at <https://www.doe.in.gov/nutrition/smart-snacks-schools>.

Additionally, the Corporation shall:

1. encourage students to increase their consumption of healthful foods during the school day;
2. create an environment that reinforces the development of healthy eating habits, including offering the following healthy foods:
 - a. a variety of fresh produce to include those prepared without added fats, sugars, refined sugars, and sodium;
 - b. meals designed to meet specific calorie ranges for age/grade groups;
 - c. require students to select a fruit or vegetable as part of a complete reimbursable meal;
 - d. provide opportunities for students to develop the knowledge and skills for consuming healthful foods. The Great Body Shop health curriculum sent home with students in grades K-8 and a monthly food service newsletter promote physical activity, good eating habits, and nutrition.
 - e. require that all foods and beverages sold as fundraisers on the school campus during the school day shall meet the USDA Competitive Food regulations;
 - f. discourage rewarding children in the classroom with candy and other foods that can undermine children's diets and health and reinforce unhealthy eating habits. A wide variety of alternative rewards can be used to provide positive reinforcement for children's behavior and academic performance. Additionally, physical activity, including extra recess, is offered as a reward or a choice for a reward across the schools.
 - g. encourage students to drink water, reminding students that water is available at lunch and throughout the day.

Furthermore, with the objectives of enhancing student health and well being, and reducing childhood obesity, the following guidelines are established:

- A. In accordance with Policy 8500, entitled Food Service, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages as well as to the fiscal management of the program. **This includes the serving of breakfast and lunch at all school sites.**
- B. The sale of foods of minimal nutritional value in the food service area during the lunch period is prohibited.
- C. As set forth in Policy 8531, entitled Free and Reduced Price Meals, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).
- D. The sale to students of foods and beverages that do not meet the USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards to be consumed on the school campus during the school day is prohibited. Competitive foods available for purchase by students à la carte in the dining area, foods or beverages sold from vending machines, and foods and beverages provided by the school or school staff for classroom parties or holiday celebrations are subject to this prohibition.
- E. All foods that are provided, not sold, on the school campus during the school day, including foods and beverages provided for classroom parties or holiday celebrations shall comply with the food and beverage standards approved by the Superintendent or Principal.
- F. The food service program will strive to be financially self-supporting; however, if it is necessary to subsidize the operation, it will not be through the sale of foods with minimal nutritious value.
- G. The food service program will provide all students affordable access to the varied and nutritious foods they need to be healthy and to learn well.
- H. All food items and beverages available for sale to students for consumption on campus between midnight and thirty (30) minutes after the close of the regular school day shall comply with the current USDA Dietary Guidelines for Americans, including, but not limited to, competitive foods that are available to students à la carte in the dining area, as well as food items and beverages from vending machines, school stores, or fund-raisers by student clubs and organizations, parent groups, or boosters clubs.
- I. The school food service program may involve students, parents, staff, and school officials in the selection of competitive food items to be sold in the schools.

- J. All foods available to students in Corporation programs, other than the food service program, shall be served with consideration for promoting student health and well-being.
- K. The food service program shall be administered by a director who is properly qualified, certificated, licensed, or credentialed, according to current professional standards.
- L. All food service personnel shall receive pre-service training in food service operations.
- M. Continuing professional development shall be provided for all staff of the food service program.

The Board designates the Superintendent as the individual charged with operational responsibility for measuring and evaluating the Corporation's implementation and progress under this policy.

The Superintendent shall appoint the Corporation wellness committee that includes parents, students, representatives of the school food authority, nutritionists or certified dietitians, educational staff (including health and physical education teachers), mental health and social services staff, school health professionals, the School Board, school administrators, and members of the public to oversee the development, implementation, evaluation, and periodic update, if necessary, of the wellness policy.

The Superintendent shall be an ex officio member of the committee.

The wellness committee shall be an ad hoc committee of the Board with members recruited and appointed annually.

The wellness committee shall:

- A. assess the current environment in each of the Corporation's schools
- B. measure the implementation of the Corporation's wellness policy in each of the Corporation's schools
- C. review the Corporation's current wellness policy
- D. recommend revision of the policy, as appropriate; and
- E. present the wellness policy, with any recommended revisions, to the Board for approval or re-adoption if revisions are recommended.

Before the end of each school year the wellness committee shall submit to the Superintendent and Board their report in which they describe the environment in each of the Corporation's schools and the implementation of the wellness policy in each school, and identify any revisions to the policy the committee deems necessary. In its review, the Wellness Committee shall consider evidence-based strategies in determining its recommendations.

The Superintendent shall report annually to the Board on the work of the wellness committee, including their assessment of the environment in the Corporation, their evaluation of wellness policy implementation Corporation-wide, and the areas for improvement, if any, that the committee identified. The committee also shall report on the status of compliance by individual schools and progress made in attaining goals established in the policy.

The Superintendent also shall be responsible for informing the public, including parents, students and community members, on the content and implementation of this policy. In order to inform the public, the Superintendent shall include information in the student handbook and post the wellness policy on the Corporation's website, including the assessment of the implementation of the policy prepared by the Corporation. A public hearing to gather stakeholder comments about wellness policies and school nutrition will be conducted prior to a school board meeting and will be advertised to the school community.

The Corporation shall assess the Wellness Policy at least once every three (3) years on the extent to which schools in the Corporation are in compliance with the Corporation policy, the extent to which the Corporation policy compares to model wellness policies, and the progress made in attaining the goals of the Corporation Wellness Policy. To ensure continuing progress, the Corporation will evaluate implementation efforts and their impact on students and staff using the following tool: WellSAT 2.0 (found at: <http://www.wellsat.org/>)

The wellness policy, assessment summary, and latest report shall be made available to the public on the School Corporation's website.

I.C. 20-26-9-18
42 U.S.C. 1751 et seq.
42 U.S.C. 1758b
42 U.S.C. 1771 et seq.
7 C.F.R. Parts 210 and 220

Adopted 5/25/06
Revised 8/23/12
Revised 2/13/14
Revised 8/14/14
Revised 8/13/15
Revised 4/14/16
Revised 7/7/16
Revised 7/7/17
Revised 2/28/18

How WellSAT Scores Are Calculated

The WellSAT will give you two scores: a **comprehensiveness** score, which reflects the extent to which recommended content areas are covered in the policy; and a **strength** score, which describes how strongly the content is stated. Both scores range from 0-100, with lower scores indicating less content and weaker language, and higher scores indicating more content and use of specific and directive language.

SCORE EXPLANATION

Comprehensiveness Score by section

Comprehensiveness is calculated by counting the number of items in each section rated as “1” or “2,” dividing this number by the number of policy items in the section, and multiplying this number by 100.

Strength Score by section

Strength is calculated by counting the number of items in each section rated as “2,” dividing this number by the number of policy items in the section, and multiplying this number by 100.

Total Comprehensiveness

Total comprehensiveness is calculated by adding the comprehensiveness scores of all six sections and dividing this number by six (the total number of sections).

Total Strength

Total strength is calculated by adding the strength scores of all six sections and dividing this number by six (the total number of sections).

Your District's Scorecard

[Close window](#)

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.

To review how scores are calculated, click [here](#).

Version: 2.0

Policy Name: Fairfield Schools Spring 2018

Section 1. Nutrition Education

Rating

NE1	There is a standards-based nutrition curriculum, health education curriculum, or other curriculum that includes nutrition.	2
NE2	All elementary school students receive nutrition education.	2
NE3	All middle school students receive nutrition education.	2
NE4	All high school students receive nutrition education.	2
NE5	Links nutrition education with the school food environment.	2
NE6	Nutrition education teaches skills that are behavior-focused.	2
NE7	Nutrition education is sequential and comprehensive in scope	2
Subtotal for Section 1	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 7. 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 7. Multiply by 100.	100

[Click here for Nutrition Education Resources](#)

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

Rating

SM1	Addresses access to the USDA School Breakfast Program.	2
SM2	Addresses compliance with USDA nutrition standards for reimbursable meals.	2
SM3	School meals meet standards that are more stringent than those required by the USDA.	1
SM4	District takes steps beyond those required by federal law/regulation to protect the privacy of students who qualify for free or reduced priced meals.	2

SM5	USDA National School Lunch Program and School Breakfast Program standards are described in full (or a link to the standards is provided in the wellness policy)	1
SM6	Specifies strategies to increase participation in school meal programs.	0
SM7	Addresses students leaving school during lunch periods.	2
SM8	Ensures adequate time to eat.	1
SM9	Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	2
SM10	Addresses school meal environment.	2
SM11	Nutrition information for school meals (e.g., calories, saturated fat, sodium, sugar) is available to students and parents.	0
SM12	Specifies how families are provided information about determining eligibility for free/reduced priced meals.	2
SM13	Recess (when offered) is scheduled before lunch in elementary schools.	1
SM14	Free drinking water is available during meals	2
Subtotal for Section 2	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 14. Multiply by 100. Do not count an item if the rating is "0."	86
	Strength Score: Count the number of items rated as "2" and divide this number by 14. Multiply by 100.	57

[Click here for School Food Resources](#)

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

Rating

NS1	Addresses compliance with USDA minimum nutrition standards for all FOODS sold to students during the school day (commonly referred to as Smart Snacks)	2
NS2	Addresses nutrition standards for all FOODS sold to students during the EXTENDED school day (includes regular school day plus after school programming and clubs. Do not count snacks provided in before/aftercare (child care) programs)	2
NS3	Addresses nutrition standards for all FOODS AND BEVERAGES served to students while attending before/aftercare on school grounds.	0
NS4	Regulates food served during classroom parties and celebrations in elementary schools.	1
NS5	Addresses compliance with USDA nutrition standards for all BEVERAGES sold to students during the school day (commonly referred to as Smart Snacks)	2
NS6	Addresses nutrition standards for all BEVERAGES sold to students during the EXTENDED school day (includes regular school day plus after school programming and clubs).	2
NS7	Addresses foods and beverages containing non-nutritive sweeteners (High School)	1
NS8	Addresses foods and beverages containing caffeine at the high school level*	1

	*As of 2014, USDA Smart Snacks standards prohibit the sale of foods and beverages containing caffeine in elementary and middle schools.	
NS9	USDA Smart Snack standards are described in full (or a link to the standards is provided in the wellness policy)	2
NS10	Addresses availability of free drinking water throughout the school day.	2
NS11	Regulates food sold for fundraising at all times (not only during the school day).	1
Subtotal for Section 3	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 11. Multiply by 100. Do not count an item if the rating is "0."	91
	Strength Score: Count the number of items rated as "2" and divide this number by 11. Multiply by 100.	55

[Click here for School Food Resources](#)

Section 4. Physical Education and Physical Activity

Rating

		Rating
PEPA1	There is a written physical education curriculum for grades K-12.	2
PEPA2	The written physical education curriculum is aligned with national and/or state physical education standards.	2
PEPA3	Addresses time per week of physical education instruction for all elementary school students.	2
PEPA4	Addresses time per week of physical education instruction for all middle school students.	2
PEPA5	Addresses time per week of physical education instruction for all high school students.	1
PEPA6	Addresses teacher-student ratio for physical education classes.	2
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	2
PEPA8	District provides physical education training for physical education teachers.	2
PEPA9	Addresses physical education waiver requirements for K-12 students (e.g., substituting physical education requirement with other activities).	2
PEPA10	Addresses physical education exemptions for K-12 students.	2
PEPA11	Addresses physical education substitution requirements for K-12 students (e.g., substituting physical education requirement with other activities).	2
PEPA12	District addresses the development of a comprehensive school physical activity program (CSPAP) plan at each school. Click here for information on CSPAP.	0
PEPA13	District addresses active transport for all K-12 students.	0
PEPA14	District addresses before and after school physical activity for all K-12 students.	2

PEPA15	District addresses recess.	2
PEPA16	Addresses physical activity breaks for all K-12 students.	2
PEPA17	Addresses staff involvement in physical activity opportunities at all schools.	2
PEPA18	Addresses family and community engagement in physical activity opportunities at all schools.	2
PEPA19	District provides physical activity training for all teachers.	1
PEPA20	Joint or shared-use agreements for physical activity participation at all schools.	1
Subtotal for Section 4	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 20. Multiply by 100. Do not count an item if the rating is "0."	90
	Strength Score: Count the number of items rated as "2" and divide this number by 20. Multiply by 100.	75

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

Section 5. Wellness Promotion and Marketing

Rating

WPM1	Encourages staff to model healthy eating/drinking behaviors.	2
WPM2	Addresses staff not modeling unhealthy eating/drinking behaviors.	0
WPM3	Encourages staff to model physical activity behaviors.	2
WPM4	Addresses food not being used as a reward.	2
WPM5	Addresses using physical activity as a reward.	2
WPM6	Addresses physical activity not being used as a punishment.	2
WPM7	Addresses physical activity not being withheld as a punishment.	2
WPM8	Specifies marketing/ways to promote healthy food and beverage choices.	2
WPM9	Specifies ways to promote physical activity.	2
WPM10	Specifies that family wellness activities will be planned and will include nutrition and physical activity components.	0
WPM11	On signs, scoreboards, sports equipment.	0
WPM12	In curricula, textbooks, websites used for educational purposes, or other educational materials (both printed and electronic)	2

WPM13	On exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, trash and recycling containers, etc.	0
WPM14	On advertisements in school publications, on school radio stations, in-school television, computer screen savers and/or school-sponsored Internet sites, or announcements on the public announcement (PA) system.	0
WPM15	On fundraisers and corporate-sponsored programs that encourage students and their families to sell, purchase or consume products and/or provide funds to schools in exchange for consumer purchases of those products.	0
Subtotal for Section 5	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 15. Multiply by 100. Do not count an item if the rating is "0."	60
	Strength Score: Count the number of items rated as "2" and divide this number by 15. Multiply by 100.	60

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

Section 6. Implementation, Evaluation & Communication

Rating

IEC1	Establishes an ongoing district wellness committee.	2
IEC2	District wellness committee has community-wide representation.	2
IEC3	Designates one district level official accountable for ensuring each school is in compliance (ensuring that there is reporting up)	2
IEC4	Designates a leader in each school accountable for ensuring compliance within the school.	1
IEC5	Addresses annual assessment of school wellness policy implementation/progress towards wellness goals.	2
IEC6	Progress report on compliance/implementation is made to the school community (Board of Education, superintendent, principals, staff, students and parents)	2
IEC7	Progress report on compliance/implementation is made available to the public	1
IEC8	Progress report ensures transparency by including: the web address of the wellness policy, a description of each school's activities and progress towards meeting wellness goals, contact details for committee leadership and information on how to join the committee.	2
IEC9	Addresses a plan for updating policy based on best practices.	2
IEC10	Addresses methods for communicating with the public.	2
IEC11	Specifies how district will engage families to provide information and/or solicit input to meet district wellness goals (e.g., through website, e-mail, parent meetings, or events).	2
Subtotal for Section 6	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 11. 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 11. Multiply by 100.	82

[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 88
Total Strength Add the strength scores for each of the six sections above and divide this number by 6.	District Score 72

General School Wellness/Multiple Topics