

Your District's Scorecard

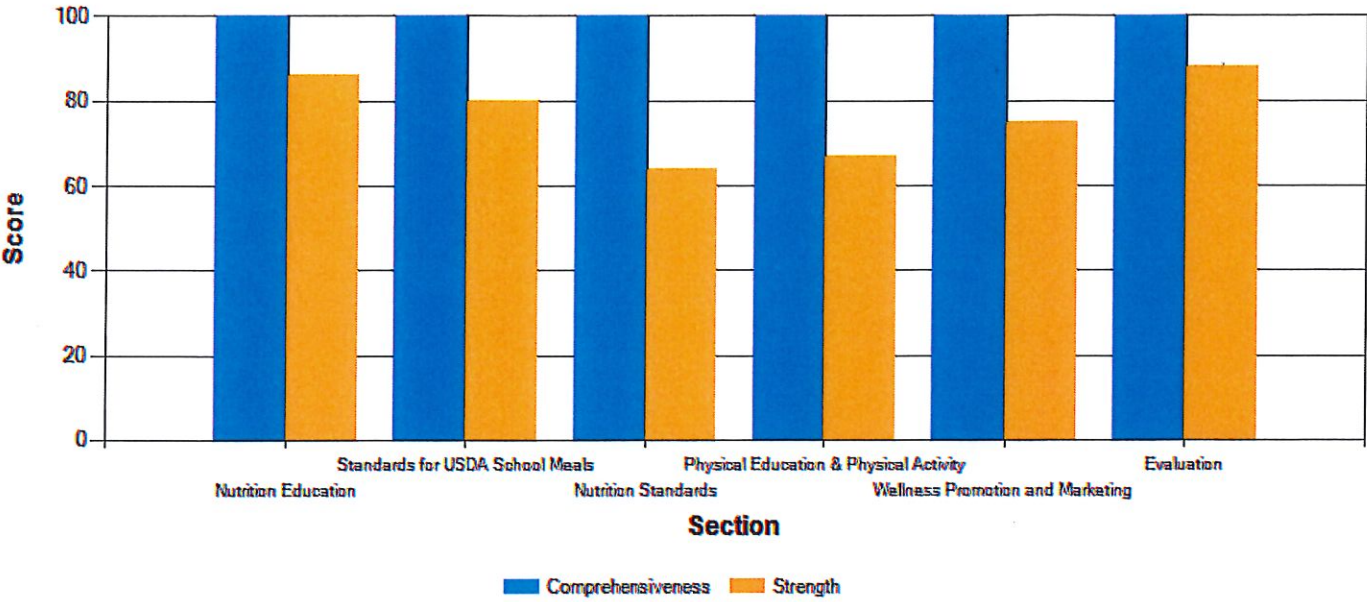
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Congratulations! You have completed the WellSAT. Check out your scorecard below. It contains details of how you scored on each item and section of the assessment. It also provides resources that will help you improve your district's school wellness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

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

Version: 3.0

Policy Name: Voluntown Elementary School Wellness



Worksheet 1: Scorecard for WellSAT 3.0

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, review [Guidance for School Wellness Policy Triennial Assessment](#). For additional worksheets, visit the "What's Next" section of the CSDE's School Wellness Policies webpage.







Federal Requirement

Section 1: Nutrition Education (NE)			Score
	NE1	Includes goals for nutrition education that are designed to promote student wellness.	2
	NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	2
	NE3	All elementary school students receive sequential and comprehensive nutrition education (mark as N/A if district does not have elementary schools).	2
	NE4	All middle school students receive sequential and comprehensive nutrition education (mark as N/A if district does not have middle schools).	2
	NE5	All high school students receive sequential and comprehensive nutrition education (mark as N/A if district does not have high schools).	N/A
	NE6	Nutrition education is integrated into other subjects beyond health education.	1
	NE7	Links nutrition education with the food environment.	2
	NE8	Nutrition education addresses agriculture and the food system.	2

Comprehensive Score: 100

Strength Score: 86







Worksheet 1: Scorecard for the WellSAT 3.0

Section 2: Standards for USDA Child Nutrition Programs and School Meals (SM)			Score
	SM1	Assures compliance with USDA nutrition standards for reimbursable school meals.	2
	SM2	Addresses access to the USDA School Breakfast Program.	2
	SM3	District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	2
	SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	2
	SM5	Specifies how families are provided information about determining eligibility for free/reduced price meals.	2
	SM6	Specifies strategies to increase participation in school meal programs	1
	SM7	Addresses the amount of “seat time” students have to eat school meals.	2
	SM8	Free drinking water is available during meals.	2
	SM9	Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	2
	SM10	Addresses purchasing local foods for the school meals program.	1

Comprehensive Score: 100

Strength Score: 80

Worksheet 1: Scorecard for the WellSAT 3.0

Section 3: Nutrition Standards for Competitive and Other Foods and Beverages (NS)			Score
	NS1	Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.	2
	NS2	USDA Smart Snack standards are easily accessed in the policy.	1
	NS3	Regulates food and beverages sold in a la carte.	1
	NS4	Regulates food and beverages sold in vending machines	N/A
	NS5	Regulates food and beverages sold in school stores.	2
	NS6	Addresses fundraising with food to be consumed during the school day.	1
	NS7	Exemptions for infrequent school-sponsored fundraisers. (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.)	2
	NS8	Addresses foods and beverages containing caffeine at the high school level.	N/A
	NS9	Regulates food and beverages served at class parties and other school celebrations in elementary schools.	1
	NS10	Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming.	2
	NS11	Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.	2
	NS12	Addresses food not being used as a reward.	2
	NS13	Addresses availability of free drinking water throughout the school day	2

Comprehensive Score: 100

Strength Score: 64


Worksheet 1: Scorecard for the WellSAT 3.0

Section 4: Physical Education Physical Activity (PEPA)			Score
PEPA1	There is a written physical education curriculum for grades K-12.		2
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.		2
PEPA3	Physical education promotes a physically active lifestyle.		2
PEPA4	Addresses time per week of physical education instruction for all elementary school students.		1
PEPA5	Addresses time per week of physical education instruction for all middle school students		1
PEPA6	Addresses time per week of physical education instruction for all high school students.		N/A
PEPA7	Addresses qualifications for physical education teachers for grades K-12.		2
PEPA8	Addresses providing physical education training for physical education teachers.		2
PEPA9	Addresses physical education exemption requirements for all students.		2
PEPA10	Addresses physical education substitution for all students.		2
PEPA11	Addresses family and community engagement in physical activity opportunities at all schools.		1
PEPA12	Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.		1
PEPA13	Addresses recess for all elementary school students		2
PEPA14	Addresses physical activity breaks during school.		2
PEPA15	Addresses joint or shared-use agreements for physical activity participation at all schools.		2
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.		1

Comprehensive Score: 100

Strength Score: 67







Worksheet 1: Scorecard for the WellSAT 3.0

Section 5: Wellness Promotion and Marketing Section (WPM)			Score
	WPM1	Encourages staff to model healthy eating and physical activity behaviors.	1
	WPM2	Addresses strategies to support employee wellness.	2
	WPM3	Addresses using physical activity as a reward.	2
	WPM4	Addresses physical activity not being used as a punishment.	2
	WPM5	Addresses physical activity not being withheld as a punishment.	2
	WPM6	Specifies marketing to promote healthy food and beverage choices.	1
	WPM7	Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	2
	WPM8	Specifically addresses marketing on school property (e.g., signs, scoreboards, sports equipment).	2
	WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	2
	WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers, etc.).	2
	WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system).	2
	WPM12	Specifically addresses marketing through fundraisers and corporate-sponsored 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).	1

Comprehensive Score: 100

Strength Score: 75

Worksheet 1: Scorecard for the WellSAT 3.0

Section 6: Implementation, Evaluation, and Communication (IEC)			Score
	IEC1	Addresses the establishment of an ongoing district wellness committee.	1
	IEC2	Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.	2
	IEC3	Identifies the officials responsible for the implementation and compliance of the local wellness policy.	2
	IEC4	Addresses making the wellness policy available to the public.	2
	IEC5	Addresses the assessment of district implementation of the local wellness policy at least once every three years.	2
	IEC6	Triennial assessment results will be made available to the public and will include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; 2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies; 3. A description of the progress made in attaining the goals of the local school wellness policy.	2
	IEC7	Addresses a plan for updating policy based on results of the triennial assessment	2
	IEC8	Addresses the establishment of an ongoing school building level wellness committee.	2

Comprehensive Score: 100

Strength Score: 88

Overall District Policy Comprehensive Score: 100

Overall District Policy Strength Score: 77

Worksheet 1: Scorecard for the WellSAT 3.0

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](#) in the CSDE's Bureau of Health/Nutrition, Family Services and Adult Education, 450 Columbus Boulevard, Suite 504, Hartford, CT 06103-1841.

This document is available at https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet_1_Scorecard_WellSAT_3_0.docx.



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

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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, review *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?	1
	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?	N/A
	NE6	Is nutrition education integrated into other subjects beyond health education?	1
	NE7	Is nutrition education linked with the school food environment?	1
	NE8	Does nutrition education address agriculture and the food system?	1

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?	2
	SM3	How does your school ensure that children who are receiving free/reduced meals cannot be identified? How confident are you that it is not possible for the students to identify those who qualify for free or reduced lunch?	2
	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.	1
	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?	1
	SM9	What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards?	2
	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?	1






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 a la carte in the cafeteria during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	1
	NS4	Are there food or beverage vending machines on school property accessible to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	N/A
	NS5	Are there food or beverages sold in school stores during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2
	NS6	Are there food or beverage fundraisers that sell items to be consumed during the school day? If yes, who is in charge of approving in-school fundraising activities? How confident are you that the people conducting fundraisers understand Smart Snacks nutrition standards? How confident are you that items sold in fundraisers meet Smart Snacks standards?	N/A
	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?	1
	NS8	Are foods or beverages containing caffeine sold at the high school level?	N/A
	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 sold (not served) to students after the school 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?	1
	PEPA5	How many minutes per week of PE does each grade in middle school receive?	1
	PEPA6	How many minutes per week of PE does each grade in high school receive?	N/A
	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?	1
	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?	1
	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

Section 4: Physical Education Physical Activity (PEPA), <i>continued</i> Interviewee: physical education teacher/head of curriculum			Score
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?		2
PEPA16	What proportion of students walk or bike to school? How frequently do they do that?		1

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?	1
	WPM2	Are there strategies used by the school to support employee wellness? Please describe.	1
	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?	1
	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)?	N/A
	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	N/A
	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)?	N/A
	WPM12	Is there food or beverage marketing through fundraisers and corporate-incentive programs?	N/A

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?	2
	IEC2	Which groups are represented on the district level wellness committee? (check all that apply). Note an individual can represent more than one role. <ul style="list-style-type: none"> • parents • students • school food authority representative • physical education teacher • school health professional (nurse, social worker, school psychologist) • school board member • school administrator • community member 	2
	IEC3	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school? If yes, who are those individuals? How do they ensure compliance?	2
	IEC4	How is the wellness policy made available to the public? Is it available online? How often is the public informed where to find the policy?	2
	IEC5	How does the committee assess implementation of the wellness policy? How often does this assessment occur?	2
	IEC6	What is included in the triennial assessment report to the public? Note: the requirement is to include: <ol style="list-style-type: none"> 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy. 2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies. 3. A description of the progress made in attaining the goals of the local school wellness policy. 	2
	IEC7	Has the wellness policy been revised based on the triennial assessment?	1
	IEC8	Is there an active school level wellness committee?	1

Worksheet 2: Scorecard for the WellSAT-I

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

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WORKSHEET 3: IDENTIFY CONNECTIONS BETWEEN POLICY AND PRACTICE

This worksheet includes four sections that assess the connections between the written wellness policy and the district and school practices.

Instructions: Print out the WellSAT 3.0 Scorecard and Scorecard for the WellSAT-I. With the two scorecards side by side, go through each section and identify the following using Worksheet 3:



All items that received a written policy score of 2 and an interview practice score of 2. These are your district's Strong Policies and Aligned Practices. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 1 or 2 and an interview practice score of 0 or 1. These are items where you need to Create Practice Implementation Plans. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 0 or 1 and an interview practice score of 2. These items are where your district should Update Policies. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 0 or 1 and an interview practice score of 0 or 1. These items represent Opportunities for Growth. List items in this section on Worksheet 2, starting with those that are federally required.

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
	<u>Section 1. Nutrition Education</u>
NE1 (Fed.Req.)	Goals for nutrition education
NE3	All elementary school students receive sequential and comprehensive nutrition education
NE4	All middle school students receive sequential and comprehensive nutrition education
	<u>Section 2: Standards for USDA Child Nutrition Programs and School Meals</u>
SM3 (Fed.Req.)	Privacy of students who qualify for free/reduced meals
SM9 (Fed.Req.)	Staff training in food and nutrition in accordance with USDA Professional standards
SM2	Addresses access to the USDA School Breakfast Program
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them
SM5	Specifies how families are provided information about determining eligibility for free/reduced meals
SM7	Addresses the amount of “seat time” students have to eat school meals
	<u>Section 3: Nutrition Standards for Competitive and Other Foods and Beverages</u>
NS1 (Fed.Req.)	Compliance with USDA nutrition standards
NS5 (Fed.Req.)	Regulates food and beverages sold in school stores
NS10	Addresses nutrition standards for all foods and beverages served to students after school
NS11	Addresses nutrition standards for all foods and beverages sold to students after school
NS13	Addresses availability of free drinking water throughout the school day

	<u>Section 4: Physical Education and Physical Activity</u>
PEPA1	Written physical education curriculum
PEPA2	Written physical education curriculum for each grade is aligned with national and/or state physical education standards
PEPA3	Physical education promotes a physically active lifestyle
PEPA7	Addresses qualifications for physical education teachers for grades K-12
PEPA8	Addresses providing physical education training for physical education teachers
PEPA9	Addresses physical education exemption requirements for all students
PEPA10	Addresses physical education substitution for all students
PEPA13	Addresses recess for all elementary school students
PEPA14	Addresses physical activity breaks during school
PEPA15	Joint or shared-use agreements for physical activity participation at all schools
	<u>Section 5: Wellness Promotion and Marketing</u>
WPM7(Fed.Req.)	Restricts marketing on school campus
WPM3	Addresses using physical activity as a reward
WPM4	Addresses physical activity not being used as a punishment
WPM5	Addresses physical activity not being withheld as a punishment
WPM8	Addresses marketing on school property and equipment
	<u>Section 6: Implementation, Evaluation & Communication</u>
IEC2	Addresses how relevant stockholders will participate in the development/review of the local wellness policy
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 policy at least once every three years
IEC6	Triennial assessment results will be made available to the public

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

Item number	Item description
	<u>Section 1. Nutrition Education</u>
NE2	Nutrition education teaches skills that are behavioral focused or interactive
NE7	Links nutrition education with the school food environment
NE8	Nutrition education addresses agriculture and the food system
	<u>Section 2: Standards for USDA Child Nutrition Programs and School Meals</u>
SM1 (Fed Req.)	Compliance with USDA nutrition standards
SM8 (Fed Req.)	Free drinking water is available during meals
	<u>Section 3: Nutrition Standards for Competitive and Other Foods and Beverages</u>
NS7	Exemptions for infrequent school-sponsored fundraisers with food to be consumed during the school day
NS12	Addresses food not being used as a reward
	<u>Section 4: Physical Education and Physical Activity</u>
---	NONE
	<u>Section 5: Wellness Promotion and Marketing</u>
WPM2	Addresses strategies to support employee wellness
	<u>Section 6: Implementation, Evaluation & Communication</u>
IEC7 (Fed Req.)	Addresses a plan for updating policy based on results of the triennial assessment
IEC8	Addresses the establishment of an ongoing school building level wellness committee

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
	<u>Section 1. Nutrition Education</u>
---	NONE
	<u>Section 2: Standards for USDA Child Nutrition Programs and School Meals</u>
---	NONE
	<u>Section 3: Nutrition Standards for Competitive and Other Foods and Beverages</u>
NS2	USDA Smart Snack standards are easily accessed in the policy
	<u>Section 4: Physical Education and Physical Activity</u>
---	NONE
	<u>Section 5: Wellness Promotion and Marketing</u>
---	NONE
	<u>Section 6: Implementation, Evaluation & Communication</u>
IEC1	Addresses the establishment of an ongoing district wellness committee

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 a written policy score of 0 or 1 and an interview practice score of 0 or 1. **Start with the Federal Requirements for each section.**

Item number	Item description
	<u>Section 1. Nutrition Education</u>
NE6	Nutrition education is integrated into their other subjects beyond health education
	<u>Section 2: Standards for USDA Child Nutrition Programs and School Meals</u>
SM6	Specifies strategies to increase participation in school meal programs
SM10	Addresses purchasing local foods for the school meals program
	<u>Section 3: Nutrition Standards for Competitive and Other Foods and Beverages</u>
NS3 (Fed.Req.)	Regulates food and beverages sold in a la carte
NS9 (Fed.Req.)	Regulates food and beverages served at class parties and other school celebrations in elementary
	<u>Section 4: Physical Education and Physical Activity</u>
PEPA4	Addresses time per week of physical education instruction for all elementary school students
PEPA5	Addresses time per week of physical education instruction for all middle school students
PEPA11	Addresses family and community engagement in physical activity opportunities at school
PEPA12	Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance
	<u>Section 5: Wellness Promotion and Marketing</u>
WPM1	Encourages staff to model healthy eating and physical activity behaviors
WPM6	Specifies marketing to promote healthy food and beverage choices
	<u>Section 6: Implementation, Evaluation & Communication</u>
---	NONE

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, review *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.

Voluntown Public School has a very strong wellness policy and regulation and has been very successful in implementing its wellness goals. All federally required elements are included in the policy and regulation. Voluntown Elementary School is proud of its success in complying with the Standards of the USDA Child Nutrition Programs and School Meals, the USDA School Breakfast Program, meeting the nutrition standards and prioritizing physical education and activity by promoting wellness and health to our students and staff, all while aligning with the goals of our Wellness Committee.

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.

In examining the results of our Triennial Assessment, with our school meeting or exceeding in most elements of the policy and regulation requirements, the assessment identified some improvement opportunities. It was found that Voluntown has strong policies and aligned practices on the federal requirements. There are no vending machines on the school property. Stakeholders will practice implementation of the areas found below:

- The Director of Curriculum (Principal) will discuss ideas to increase nutrition education that teach skills that are behavioral focused or interactive and link nutrition education with the school food environment and the food system.
- The Director of Curriculum (Principal) and the Physical Education Teacher will coordinate to ensure the implementation of Nutrition Education goals.
- The Food Service Director and the Principal will verify compliance with the USDA nutrition standards and that free drinking water is available to students during meals.
- The Principal will communicate to staff that food is not to be used as a reward and identify ways of increasing employee wellness.
- The Superintendent will coordinate with the Wellness Committee and Board of Education to create a plan to update the Wellness policy and regulation based on the results of the triennial assessment.

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.

Although Voluntown Public Schools is successfully implementing a majority of our wellness practices, there were two areas that will need to be addressed. The Wellness Committee will work during each school year to review and update our wellness policy and the implementation of using the USDA Smart Snacks standards, how to best provide this information to students, parents, and staff; and the Superintendent will discuss regular meeting dates with the Wellness Committee to address the above and present any needed updates to the Board of Education.

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.

Overall Voluntown Public Schools measured well when utilizing UCONN's WellSAT 3.0 and WellSAT-I (Wellness School Assessment Tool). All federally required elements are included in the policy and regulation, but through utilizing the triennial assessment tool, opportunities for growth will be discussed with the Wellness Committee in the following areas:

- Integrating nutrition education into other subjects beyond health education
- Creating strategies to increase participation in the school meal program
- The feasibility and cost-effectiveness of procuring locally produced foods for school meals and snacks more regularly to promote the farm to school program
- Promoting Smart Snacks standards for a la carte items and food-based celebrations
- Additional minutes per week of physical education
- Creating opportunities for families and community members to engage in physical activity at school
- Increasing the number of opportunities for students to engage in physical activity before and after school
- Addressing active transportation (Safe Routes to School) for students who live within walking/biking distance
- Encouraging staff to model healthy eating and physical activity
- Improve marketing to promote healthy food and beverage choices

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](#) in the CSDE's Bureau of Health/Nutrition, Family Services and Adult Education, 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.



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Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

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