

NORTHPOINT SCHOOL'S WELLNESS POLICY  
The Child Nutrition and WIC Reauthorization Act of 2004  
Healthy, Hunger Free Kids Act of 2010

“Physical fitness is not only one of the most important keys to a healthy body; it is the basis of dynamic and creative intellectual activity.” ~John F. Kennedy

**Preamble**

The Northpoint School is a Non Public school serving children whose needs can not be met in public school. Northpoint School combines academic instruction and individual, group and family therapy with a broad spectrum of specialized services. The focus is on developing each student's unique strengths and abilities, resolving specific difficulties, re-integrating students into community schools and/or awarding them with a high school diploma. Northpoint students have emotional and behavioral difficulties that include but are not limited to Schizophrenia, Major Depression, Bipolar Disorder, and Post Traumatic Stress disorder, ADHD, Oppositional Defiant Disorder and Pervasive Developmental Disorders.

The Northpoint School recognizes the relationship between health, nutrition, fitness, mental health and academic achievement. The body of evidence linking these areas is growing at a rapid pace. Food choice consumption and exercise play important roles in the development, management and prevention of numerous medical and mental health disorders such as depression, ADHD, Diabetes, and more. In addition, studies are showing a dramatic link between nutritional, mental, physical health and academic performance. Scientific and anecdotal evidence indicate that these areas are all intertwined and changes in any one area may affect the student's success. The mission of the Northpoint School includes the incorporation of a holistic approach to engage students in the improvement of their education, mental and physical health goals.

These studies include but are not limited to identifying the correlation between obesity, severe nutritional deficiency and poor academic performance (Fay W. Boozeman College of Public Health <http://publichealth.uams.edu/about-coph/>). Research on the contrary has shown, "...improvements in nutrition were associated with significant improvements in academic performance and psychosocial functioning." (School Nutrition a Key Component in Academic Performance at International Schools, Sanow, J. 2012) According to the LAUSD Blueprint for Wellness (2006), "studies show that children in food insecure households have increased absences and tardiness and demonstrated poorer cognitive functioning resulting in lower test scores." Therefore, the efforts to engage our students in healthy food choices may show improvement in one significant area for which they were referred to this level of care- academic performance

In the area of physical health, research is showing the same cause and effect between physical health, mental health and academic performance. LAUSD Blueprint for Wellness identifies, "children participating in daily physical activity have shown superior academic performance and a more positive attitude toward school. The Center for

Disease Control (CDC) has researched the relationship between nutrition and academic performance and the results demonstrate that there is a direct correlation between the two. According to the CDC, students who participate in the "United States Department of Agriculture (USDA) School Breakfast Program (SBP) have increased academic grades and standardized test scores, reduced absenteeism, and improved cognitive performance." The CDC has also stated that those students who are physically active usually have "better grades, school attendance, cognitive performance, and classroom behaviors." This includes enhanced concentration and attention as well as improved classroom behavior.

(CDC, [http://www.cdc.gov/healthyyouth/health\\_and\\_academics/pdf/pa-pe\\_paper.pdf](http://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf))

In regards to mental health, Duke University demonstrated the direct positive effect exercise had on depression. "The important conclusion is that the effectiveness of exercise seems to persist over time, and that patients who respond well to exercise and maintain their exercise have a much smaller risk of relapsing." (J. Blumenthal Duke University Study Proves Exercise Can Be Just as Effective as Medication When Treating Major Depression 2005). The goal of the Northpoint School is to ameliorate mental health issues that affect academic performance, therefore, the correlation between exercise and depression is significant. It has been shown that addressing mental health needs has resulted in an increase in school attendance, test scores, graduation rates, and a decrease in school violence and drop out rates.

One hundred percent of Northpoint students have a mental health concern that affects their overall functioning in school and in at least one of the following areas: home, the community, social relationships and/or work. Northpoint students may suffer from the following mental health diagnoses; Schizophrenia, Depression, Bipolar Disorder, Attention Deficit Hyperactivity Disorder, Post Traumatic Stress Disorder, and Oppositional Defiant Disorder. Ninety percent of Northpoint students are prescribed psychotropic medications for their emotional and behavioral difficulties. These students are at high risk of hospitalization, residential treatment and or dropping out of school. Mental health services are regularly provided within the milieu of the school and the direct clinical service. Northpoint School offers a large array of services including individual, group and family therapy as well as psychiatric services. Northpoint's success is evident in the population's reduction of psychiatric hospitalizations, increase in school attendance, return to Public School, graduation from high school and self reports of mental health improvements.

Schools have a responsibility to help students learn, establish and maintain lifelong healthy eating and activity patterns. The inclusion of staff in the development and implementation and participation of the Northpoint School wellness program is instrumental as the staff can be role models for healthy behaviors.

In response to the above stated issues and in accordance with the Federal Lunch program through the California Department of Education, Northpoint School has

formalized a wellness policy that encompasses student, family and staff wellness. This policy incorporates nutrition and physical education, health education, mental health services, family/community involvement and staff involvement.

Our primary goal at Northpoint is to increase the student, parent and faculty's knowledge of our wellness policy and to increase the commitment to healthier lifestyles, both mind and body. This will be accomplished through the education, marketing and implementation of a well designed Wellness policy that addresses nutrition, physical activity and mental health care. This policy is designed to utilize Northpoint School and community resources and equitably serve the needs and interests of the student body while maintaining the integrity and sensitivity to differing cultures.

## **TO ACHIEVE THESE POLICY GOALS:**

### **I. School Health Councils**

Northpoint School has created a wellness committee (consisting of parents, students, representatives of school food service, the school board, school administrators, physical education teachers and community members) to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies.

### **II. Medication**

Psychiatric medication is prescribed to the majority of the students at Northpoint. Though these medications can be very helpful in treating mental health, many of these medications can lead to major weight gain. In addition, psychotropic medication may effect blood sugar and cholesterol levels, and increase the student's risk of developing diabetes (Dixon L, Weiden P, Delahanty J, et al. Prevalence and correlates of diabetes in national schizophrenia samples. *Schizophr Bull* 2000; 26:903-912.) and heart problems. (Newcomer JW and Hennekens C. Severe Mental Illness and Risk of Cardiovascular Disease. *JAMA*; 298: 1794-1796.) The Northpoint psychiatrist and Nurse monitor clients on psychiatric medications closely. They monitor height, weight, body mass index, blood pressure and any other necessary tests such as cholesterol.

Due to the fact that most of the students at Northpoint are on psychotropic medications, we believe that providing healthy options in the cafeteria is essential. This means encouraging families to replace junk food with more fruits, vegetables and meals prepared with nutritious ingredients.

Northpoint has accomplished offering healthy options at school by eliminating soda and other drinks with high amounts of sugar, eliminating non nutritious snacks and replacing them with healthier lunch and breakfast options. The Northpoint staff is working to educate students on picking healthier choices at school and at home.

Northpoint is now utilizing a vendor, Revolution Foods, to provide food for the meal program. Revolution Foods offer breakfast and lunch with a choice of fresh fruits, vegetables and whole grains.

### **III. Nutritional Quality of Foods and Beverages Sold and Served on Campus School Meals**

Northpoint Meals served through the National School Lunch and Breakfast Programs:

- offer nutritional, tasty and appealing foods in collaboration with Revolution Foods;
- offer a variety of fruits and vegetables;
- serve only low-fat (1%) milk and nutritionally-equivalent nondairy alternates (to be defined by USDA) as necessary;
- offer a menu that meets the meal patterns and nutritional standards established by the US Department of Agriculture and the California Department of Education, Office of School Nutrition Programs;
- encourage school staff and families to participate in school meal programs;
- operate all Child Nutrition Programs with food service staff who are properly qualified according to current professional standards;
- establish food safety as a key component of all school food operations and ensure the food service permit is current for the food service school site;
- follow the State Board of Education policies on competitive foods and extra food sales;
- establish guidelines for all foods available on the school campus during the school day with the objective of promoting student health and reducing childhood obesity;
- provide families with nutrition information of school meals and offer nutrition analysis upon request; and
- communicate regularly with parents when students present with foods that do not fall within the standard.

In an effort to promote healthy living, Northpoint makes attempts throughout the year to engage families and students participation in healthy eating. This is organized through flyers, educational materials, group presentations and food demonstrations. All families are encouraged to participate. Northpoint makes every effort to set up these events with the families specific needs in mind (child care, transportation issues, etc.). Families are notified directly, through flyers and some programs are listed on the website.

**Breakfast.** To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn, Northpoint:

- offers school breakfast with menus that meet the meal patterns and nutritional standards established by the US Department of Agriculture and the California Department of Education, Office of School Nutrition programs;

**Free and Reduced-priced Meals.** Northpoint School makes every effort to eliminate any social stigma attached to and prevent the overt identification of students who are eligible for free and reduced-priced meals. All students, upon intake for the Northpoint School are initially reviewed for Direct Certification. If their name is not listed through direct certification, the student is provided with an application for Free and Reduced-Priced meals. This form is offered in both English and Spanish with staff available to answer questions in either language. The form is completed prior to the child attending school and is reviewed for eligibility within 1 working day and a letter of Eligibility Notification is sent to the primary caretaker on that same day. The Food service Specialist is provided with the name and it is handwritten on the current roster. The name is also placed on the printed roster for the following month. Direct certified clients are made eligible with verification by Los Angeles County Department of Public Social Service (DPSS). The plan is to be approved to be added to their DPSS Direct Cert program. Eligible participant are reviewed 2x per year.

#### **Meal Times and Scheduling.**

- Offer adequate time for students to eat and enjoy school meals. For our younger wing students 30 minutes and our older wing students are allotted 30 minutes as well.
- Encourage a positive eating environment that includes socializing among students and adults.
- Breakfast is served between 9:00am and 9:30am. Students will line up in the cafeteria, take their food and return to their classroom.
- Lunch will be served between 11:30am and 12:30pm. Students will line up in the cafeteria, take their food and return to their classroom.
- Students have the option to take all or portion of the meal offered (offered vs. serve)

**Qualifications of School Food Service Staff.** Qualified nutrition professionals administer the school meal programs. As part of the school's responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals at Northpoint. These staff will be trained based on the HACCP guidelines and ensure food safety as a key component of food operations. In addition, annual health inspections will take place and when allowed by the LAC Health Department, biannually.

**Sharing of Foods and Beverages.** Northpoint School discourages students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

**Foods and Beverages Sold Individually (*i.e.*, foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.)**

**Competitive Foods.** At this time, Northpoint School does not allow competitive foods.

**Fundraising Activities.** Northpoint School continues to move towards healthier nutritional standards. Fund raisers include craft sales, car washes, etc. Northpoint has eliminated bake sales, and replaced them with fruit and kale smoothie sales.

(based on SNP-37-2014)

**Snacks.** Snacks served during the school day will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Northpoint will assess if and when to offer snacks based on timing of school meals, student's nutritional needs, student's ages, and other considerations.

Northpoint will disseminate a list of healthful snack items to all school personnel and parents.

It is important to note that the school nurse maintains snacks to be provided to those students who may need additional nutrition due to side effects of psychotropic medications.

**Rewards.** Northpoint will not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

**School-sponsored Events** (such as, but not limited to, athletic events, dances, or performances). Foods and beverages offered or sold at school-sponsored events outside the school day will meet the nutrition standards for meals or for foods and beverages sold individually (above). At this time, only healthy smoothies are allowed to be sold at school sponsored events.

#### **IV. Nutrition and Physical Activity Promotion and Food Marketing**

**Nutrition Education and Promotion.** Northpoint School aims to teach, encourage, and support healthy eating. Schools should provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat free dairy products, healthy food preparation methods, and health enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

#### **Health Education**

Health Education Content Standards from California Department of Education, grades K-12, focuses on “using standards-based, theory driven, and research-based approaches to health instruction...focusing on essential knowledge and skills that will foster health-risk reduction among students.” Students will learn standards of Essential Health Concepts, Analyzing Health Influences, accessing Valid Health Information, Interpersonal Communication, Decision Making, Goal Setting, practicing Health Enhancing Behaviors and Health Promotion (CDE health Content Standards).

Nursing Support Most Northpoint students are on psychotropic medications. These medications are known to effect appetite and can aid in weight gain. The school nurse provides individual education and focuses on the specific issues that student

may face. The school nurse discusses with both the students and caregivers the possible side effects including weight gain and increase in appetite and she encourages students to eat healthy and exercise. Height, weight and blood pressure are monitored and documented based on the student's need to assess any changes. This ranges from weekly to quarterly. The school nurse provides handouts, individual interventions and contact with the family to support is/her physical wellbeing.

Alternate health education activities: Our Teaching Garden, developed in 2012 in collaboration with the American Heart Association as the first Nonpublic school site is focused on empowering and promoting healthier eating choices for our students. Students have the opportunity to apply CDE content standard nutrition concepts in Northpoint's Teaching Garden. The Garden is a hands-on learning laboratory that focuses on the value of sustainability, garden maintenance as a skill, moderate exercise, pride in what the students grow which results in new, healthy eating choices. Studies indicate that "school gardening may affect children's vegetable consumption, preference for, and willingness to taste vegetables" (Ratcliffe, M.M. et al., 2011).

Communication with parents and caregivers is a key component to lifelong healthy eating habits with children. Northpoint School develops their relationship with parents and caregivers by providing educational materials, school meal program menus, school assemblies, Parent and Me workshops, seasonal gatherings and newsletters.

Northpoint School promotes nutritional values and choices through Revolution Foods' Veggie Dip Day and Salad Bar Day, and monthly cooking activities involving the Teaching Garden . Students are introduced to new vegetables and encouraged to try new foods, create new dishes and maintain healthy eating habits.

**Integrating Physical Activity into the Classroom Setting.** For students to receive the nationally-recommended amount of daily physical activity and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class.

Per California Education Code for middle and high school students:

The curriculum should emphasize nutritional needs during different life stages. The unique nutritional needs of adolescents should be particularly emphasized. The effects of nutrition and exercise on behavior, appearance and physical and mental performance

- Making healthy food choices in a variety of settings



- Establishing and maintaining healthy eating practices, including developing and using a personal nutrition plan based on food choices and calorie levels that promotes health and reduces risk of heart disease.
- The curriculum should emphasize the pleasure of physical activity
- Explore ways of engaging in out-of-school activities that promote health
- Regular participation in enjoyable physical activities
- Develop a personal fitness plan

The health of children and their success in school are intimately linked. Increasingly, the value and importance of educating the whole child, including focusing on children's health, is being supported by empirical studies. Inadequate nutrition and a wide range of negative and self-destructive behaviors such as the use of alcohol, tobacco, and other drugs have been linked to poor school performance. Northpoint School makes every effort to meet these standards

**Communications with Parents.** Northpoint School supports parents' efforts to provide a healthy diet and daily physical activity for their children. Northpoint will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school website, and provide nutrient analyses of school menus. Northpoint encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. In addition, Northpoint School will provide opportunities for parents to share their healthy food practices with others in the school community. Northpoint School will provide information about physical education and other school based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

**Food Marketing in Schools.** Northpoint School does not partake in food marketing.

**Staff Wellness.** Northpoint School highly values the health and wellbeing of every staff member and implements activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Northpoint has established and maintained a staff wellness committee composed of at least one staff member, school health professional, student body representative, Board member, family member, and physical education teacher. (When appropriate, a student representative will be present.) The committee develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan is based on input solicited from school

staff and other consumers and outlines ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The staff wellness committee distributes its plan to the school health council annually.

Child and Family Guidance Center, the umbrella organization for the Northpoint School, offers a number of staff run programs that aid in the efforts of staff wellness. These programs include but not limited to: yoga, gym membership discounts, exercise classes ran by staff, and the opening a gym for staff use.

## **V. Physical Activity Opportunities and Physical Education**

**Daily Physical Education (P.E.) K-12.** Northpoint School implements a physical education program that teaches lifelong knowledge and skills which promote a healthier lifestyle. Mandated time allotments vary by age group. Appropriate instructional minutes are instituted pursuant to the requirements of the CDE (ranging from no less than 200 minutes per 10 school days for grades 1-8 to no less than 400 minutes per 10 school days for grades 7-12). The school has created a planned sequential program of physical education instruction that incorporates individual and group activities, taught in a positive and success-driven environment. The goal is to teach the skills and help students develop an interest and passion for particular physical activities that they can carry across their lifespan.

The CDE states “Physical activity includes recess activities, intramural and athletic programs and are a component of Physical Education.” Northpoint School incorporates a number of physical activities in their program. These include an intramural program of football, basketball and baseball. Girls may participate in these sports as well as dance, and yoga.

Northpoint School has incorporated the following physical activities that may also be found in our Physical Education manual:

- Yearly fitness test
- Fitness clubs
- Intramurals- Northpoint recently began an intramural program. These sports include Basketball and Flag Football
- Staff monitored recreation activities during recess
- Utilization of recreation therapists
- Use of outdoor exercise equipment

## STANDARDS

The five overarching model content standards for elementary and middle school students are as follows:

**Standard 1:** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:** Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

**Standard 3:** Students assess and maintain a level of physical fitness to improve health and performance.

**Standard 4:** Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

**Standard 5:** Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. In elementary school the content standards emphasize the way in which students move through space and time in their environment, the way in which the student and a partner move in space together, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed. In middle school the content standards emphasize working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems.

For high school youths the three overarching content standards are as follows:

**Standard 1:** Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

**Standard 2:** Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

**Standard 3:** Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance

**Community Sponsored Partnerships.** Northpoint has established and maintained ongoing relationships with several community organizations that

provide health awareness and physical activity ideas. These organizations include:

NIKE Betterworld

American Heart Association- Hoops for Hearts

Fit Friendly

**Physical Activity and Punishment.** Northpoint is a school that educates children with severe emotional and behavioral difficulties. As a result, on the rare occasion when a child requires increased supervision due to dangerous behaviors, there may be occasions when s/he is not allowed out at recess time with the other students. When this is the case, the student is allowed supervised recess after the other students return to the classroom. At no time does the student miss out on academic time or free time.

**Safe Routes to School.** Northpoint School students are bused to-and-from school on a daily basis.

## **VI. Monitoring and Policy Review**

**Monitoring.** Designee will ensure compliance with established district-wide nutrition and physical activity wellness policies.

School food service staff will ensure compliance with nutrition policies within school food service areas and will report on this matter to the designee. In addition, the school will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the school has not received a SMI review from the state agency within the past five years, the school will request from the state agency that a SMI review be scheduled as soon as possible.

The designee will develop a summary report every two years on compliance with the district's established nutrition and physical activity wellness policies, based on input from the wellness committee. That report will be provided to the principal, overarching administration, board, families, and school personnel.

**Policy Review.** To help with the initial development of the school's wellness policies, Northpoint will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. The results of the assessments will be compiled to identify and prioritize needs.

Assessments will be repeated every year to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the Northpoint School will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. Northpoint School will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

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**“USDA is an equal opportunity provider and employer.”**

# WellSAT-I: Wellness School Assessment Tool for Implementation

Working Draft developed by Kathryn Henderson, Margaret Read, and Marlene Schwartz at the Rudd Center for Food Policy and Obesity

## How to Rate Policy Implementation

This school wellness policy implementation tool (WellsAT-i) measures the degree to which the 50 policy items from the Wellness School Assessment Tool (WellsAT) are implemented. WellsAT-i items are categorized into the four sections (Wellness Promotion, Nutrition, Physical Activity, and Evaluation) using the five sections in the WellsAT: Nutrition Education and Wellness Promotion, Standards for USDA Child Nutrition Programs and School Meals, Nutrition Standards for Competitive and Other Foods and Beverages, Physical Education and Physical Activity, and Evaluation.

For each of the 50 WellsAT items, implementation is rated “0”, “1”, or “2”, using the definitions below. For each item on the WellsAT-i we indicate the appropriate informant to interview, followed by the WellsAT item it is paired with, and examples of “0”, “1”, and “2” implementation coding.

Abbreviation	Informant
P	Principal Note: The Assistant Principal can be interviewed in replace of the Principal.
T	Teacher who teaches nutrition education
PET	PE Teacher
FSD	Food Service Director
DWC	District Wellness Committee

Rating		Explanation
<b>0</b>	<b>= Has not been implemented</b>	Assign a rating of “0” when: <ul style="list-style-type: none"> <li>• The practice is not in place at all.</li> </ul>
<b>1</b>	<b>= Partial implementation</b>	Assign a rating of “1” when: <ul style="list-style-type: none"> <li>• The practice has been partially implemented.</li> </ul>
<b>2</b>	<b>= Fully implemented</b>	Assign a rating of “2” when: <ul style="list-style-type: none"> <li>• The practice has been fully implemented.</li> </ul>

## How to Score School Wellness Policy Implementation

The WellSAT-i generates two types of scores: a scope score, which reflects the number of policies fully implemented (i.e., the number of practices with a “2” score); and a mastery score, which reflects the number of policies implemented to any degree (i.e., the number of non-zero practices).

If you wish to measure implementation on only the number of policy items listed in your school wellness policy (i.e., less than 50 policy items) you can generate a locally-grounded score, which reflects the extent to which content areas actually covered in a specific school wellness policy are being implemented.

Score	Explanation
Scope Score by section	Scope is calculated by counting the number of items in each section rated as “1” or “2,” dividing this number by the number of practice items in the section, and multiplying this number by 100.
Mastery Score by section	Mastery is calculated by counting the number of items in each section rated as “2”, dividing this number by the total number of practice items in each section, and multiplying this number by 100.
Total Scope	Total scope is calculated by counting the number of items rates as “1” or “2”, diving this number by the total number of practice items (50) in all five sections, and multiplying this number by 100.
Total Mastery	Total mastery is calculated by counting the number of items rated as “2”, dividing this number by the total number of practice items (50) in all five sections, and multiplying this number by 100.
Locally-Grounded Score by section	Relevance is calculated by counting the number of items in each section and dividing this number by the number of practice items in the section that are ongoing, and multiplying this number by 100.
Total Locally-Grounded Score	Total Relevance is calculated by counting the number of items rated as “1” and “2”, dividing this number by the total number of practice items in all five sections that are ongoing, and multiplying this number by 100.

The example below shows the calculation of sample scores for Section 1.

Section 1. Wellness Promotion		
Item		Rating
1	Have you read your school’s wellness policy?	2
2	Is there a nutrition education curriculum?	1
3	Does the nutrition education link with the school food environment for every grade?	2
4	Do you offer nutrition education that teaches skills that are behavior focused, interactive, and/or participatory?	1
5	Are teachers encouraged to be role models exhibiting healthy behaviors?	0
6	How is nutrition education communicated to parents?	2
7	Does marketing promote healthy choices?	1



8	Is marketing restricted on unhealthy choices?		0
9	Does a health advisory committee exist at your school?		2
	Subtotal for Section 1 Wellness Promotion	Scope Score <i>Count the number of items rated as "1" or "2" and divide this number by 9. Multiply by 100. Do not count an item if the rating is "0".</i>	77
		Mastery Score <i>Count the number of items rated as "2" and divide this number by 9. Multiply by 100.</i>	44

Comprehensive Score = Three items are rated as "1" and four items are rated as "2", for a total of 7 items. Seven divided by 9 equals 0.77, multiplied by 100 for a score of 77.

Strength Score = Four items are rated as "2". Four divided by 9 equals 0.44, multiplied by 100 for a score of 44.

**Guidance on Scoring Practice Items not listed in the WellSAT-i**

If you want to assess policy items that are currently in practice that are not included in the 50 items of the WellSAT-i, you can follow the same rating of "0", "1", and "2" for implementation.

**Section 1. Wellness Promotion**

Informant	Item	WellSAT Item	Rating Guidance	
All	1. Have you read your school's wellness policy?		0	Has not read school wellness policy
			1	Has scanned or partially read the school wellness policy
			②	Has fully read the school wellness policy
Observations/Notes: <i>Policy has been sent to all committee members</i>				

P	2. Is there a nutrition education curriculum? If yes, a. For every grade? b. Is the curriculum its own class or interwoven into other subjects? c. How many hours (or units) of nutrition education do the students receive in every grade?	NEWP1	0	A nutrition education curriculum does not exist for any grade.
			1	One of the following: Nutrition education is taught in only some grades. Nutrition education is taught in every grade but not every year.
			②	Nutrition education curriculum is taught in every grade yearly.
Observations/Notes:				

P	3. Does the nutrition education link with the school food environment for every grade? a. If yes, how (e.g., school gardens, cafeteria learning lab, student nutrition projects)? b. If yes, does the nutrition education apply to all grades in the school?	NEWP2	0	Nutrition education does not link with the school food environment at all.
			①	Nutrition education links with the school food environment only for some grades. Nutrition education links with the school food environment for every grade but not every year.

			2	Nutrition education clearly links with the school food environment in all grades every year.
Observations/Notes: <i>Nutrition education is based on current state and district requirements.</i>				

T	4. Do you offer nutrition education that teaches skills that are behavior focused, interactive, and/or participatory (e.g., media awareness, menu planning, reading nutrition fact sheets)? a. If yes, please provide examples.	NEWP3	0	Nutrition education does not teach skills that are behavior focused, interactive, and/or participatory.
			1	Nutrition education sometimes involves teaching skills that are behavior focused, interactive, and/or participatory. Example: <ul style="list-style-type: none"> <li>School nurse teachers lecture on carbohydrates but there is no application of the material being taught.</li> </ul>
			②	Nutrition education uniformly teaches skills that are behavior focused, interactive, and/or participatory.
Observations/Notes: <i>Northpoint has a teaching garden that is used to teach students about gardening and eating healthier.</i>				

P	5. Are teachers encouraged to be role models exhibiting healthy behaviors? a. Are staff encouraged to eat the school meals? If yes, how? b. Are staff encouraged to drink water? If yes, how? c. Are staff allowed to drink soda in front of the students?	NEWP4	0	Teachers are not encouraged to be role models exhibiting healthy behaviors.
			1	Principal sporadically encourages teachers to be role models exhibiting healthy behaviors.
			②	The principal continuously encourages teachers to be role models by exhibiting behaviors. Examples: <ul style="list-style-type: none"> <li>Encourages staff to eat the school meals</li> </ul>

	<p>d. Is it possible for staff to sit and eat breakfast and/or lunch from the school meals program with students?</p> <p>e. Are there any exercise clubs available to the staff (e.g., walking club)?</p> <p>f. Do staff have access to the equipment in the gym for physical activity?</p>			<ul style="list-style-type: none"> <li>• Encourages drinking water in front of the students</li> <li>• Does not allow teachers to drink soda in front of the students</li> <li>• Offers exercise clubs to teachers</li> <li>• Allows teachers to have access to the gym for physical activity</li> </ul>
Observations/Notes:				

T	6. How is nutrition education communicated to parents?	NEWP6	0	Nutrition education is not communicated to the parents.
			1	<p>Nutrition education is partially communicated.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Nutrition education is not communicated to parents in every grade.</li> <li>• Nutrition education is communicated in a way that does not reach a majority of parents (e.g., placement of information is in an area with light traffic, information is not available in multiple languages).</li> </ul>
			②	Nutrition education is clearly communicated to the parents through a variety of channels (e.g., newsletters, emails).
Observations/Notes:				

P	7. Does marketing promote healthy choices?	NEWP7	0	No marketing/promotion of healthy choices.
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	a. If yes, how is it done (e.g., posters, menus)? b. If yes, what types of foods and/or beverages are promoted? c. If yes, for both during and outside of school times?		1	Marketing/promotion of healthy choices is done for some grades and not the entire school.
			②	Marketing/promotion is done to promote healthy choices.

Observations/Notes: *There are posters and menus in the classrooms and in the kitchen*

P	8. Is marketing restricted on unhealthy choices? a. If yes, how is it done? b. If yes, for both during and outside of school times?	NEWP8	0	Marketing/promotion of unhealthy food items is not restricted.
			1	Marketing/promotion of unhealthy food items is restricted on some grades and not the entire school.
			②	Marketing/promotion is restricted on unhealthy choices.

Observations/Notes:

P	9. Does a health advisory committee exist at your school? (Note: the group may be called another name such as: school health council or school wellness team) a. If yes, how often does the committee meet? (i.e., weekly, biweekly, monthly, once a semester, as needed, or other) b. If yes, is the objective of the group health and wellness and policy development? c. Who is on the committee?	NEWP9	0	A school health advisory committee does not exist at the school.
			①	A school health advisory committee exists but is not active in policy development and does not meet regularly.
			2	A school health advisory committee meets regularly and works on ongoing policy development.

Observations/Notes:



**Section 2. Nutrition**

FSD	10. Does your school participate in the School Breakfast Program?	US1	0	The school does not participate in the School Breakfast Program.
			1	One of the following: The school participates in the School Breakfast Program but not every day (e.g., only Monday, Wednesday, and Friday). The school participates in the School Breakfast Program but it is not offered to every student or every grade.
			②	The school participates in the School Breakfast Program every school day.

Observations/Notes:

FSD	11. Are the nutrition standards for breakfast and lunch stricter than the USDA school meal regulations? a. If yes, how so?	US2	0	The nutrition standards for breakfast and lunch are not stricter than the USDA school meal regulations.
			1	The nutrition standards for breakfast and lunch are stricter than the USDA school meal regulations, but the menu does not indicate the stricter standards are being done.
			②	The nutrition standards for breakfast and lunch are stricter than the USDA school meal regulations, and the menu indicates the stricter standards are being done.

				<p>Example:</p> <ul style="list-style-type: none"> <li>• Juice is not offered during lunch.</li> <li>• Flavored milk is not offered during breakfast and/or lunch.</li> <li>• Sweet grains are not</li> </ul>
<p>Observations/Notes: <i>Revolution Foods' meals meet the USDA reimbursement standards for the National School Lunch Program (NSLP). All of our lunches include the five food groups: grain, meat/meat alternate, vegetable (including color sub-groups), fruit, and milk. We design meals to include daily offerings from each food group using minimum portion guidelines per day and per week from the NSLP Food Based Menu Planning requirements. All of our meals fall within the required meal pattern and nutrient ranges for 5 day week service program.</i></p>				

FSD	<p>If yes, from question #10</p> <p>a. Is breakfast promoted?</p> <p>b. If yes, how (e.g., menus, website, orientation, handbooks)?</p> <p>c. Are parents made aware of what is served at breakfast each day?</p> <p>d. If a bus is late in the morning, does your school have a protocol to ensure students receive breakfast that morning?</p>	US3	0	The School Breakfast Program is not promoted.
			1	The School Breakfast Program is promoted only to some grades.
			2	<p>The School Breakfast Program is promoted through a variety of communication channels to the students and parents in every grade.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Offers "grab and go" breakfast.</li> <li>• Offers breakfast in the classroom.</li> <li>• A protocol is followed to ensure students receive breakfast if they arrive late to school.</li> </ul>
<p>Observations/Notes: <i>Breakfast is promoted with the use of menus in the classroom and during the student's initial orientation. School menus are made available to parents upon request. If a school bus is late in the morning, students receive breakfast if it is within breakfast hours.</i></p>				

FSD	<p>12. Does your school participate in the National School Lunch Program?</p> <p>a. If yes, is it promoted?</p> <p>b. How is it promoted (e.g., menus, website, orientation, handbooks)?</p> <p>c. Are parents made aware of what is served at</p>	US3	0	The school does not participate in the National School Lunch Program.
			1	<p>One of the following:</p> <p>The school participates in the National School Lunch Program but not every day (e.g., only Monday, Wednesday, and Friday).</p>

	lunch each day?			The school participates in the National School Lunch Program but it is not offered to all students.
			②	The school participates in the National School Lunch Program every school day and is offered to all students.
Observations/Notes: <i>Yes, menus are available in each classroom and cafeteria. Upon request, parents will receive a copy of the menu for the month.</i>				

P	13. How much time does the school allot students to eat breakfast and lunch?  Note: <a href="#">Each state and/or district may have a policy on how much time is allotted for breakfast and lunch.</a>	US4	0	The school does not allot the students the required time to eat breakfast and lunch.
			1	The principal states students are allotted the required time to eat breakfast and lunch, but the school schedule does not indicate sufficient time.
			②	The school does allot the students the required time to eat breakfast and lunch as indicated by the school schedule.
Observations/Notes: <i>Students are offered up to 30 minutes for breakfast and up to an hour for lunch.</i>				

FSD	14. Is relevant ongoing training offered to the Food Service Director and on site manager or person responsible for menu planning each year?	US5	0	Relevant ongoing training is not offered to the Food Service Director and on site manager or person responsible for menu planning.
			①	Relevant ongoing training is offered to the Food Service Director but not the on site manager, person responsible for menu planning, or staff responsible for meal oversight.



			2	Relevant ongoing training is offered to the Food Service Director and on site manager, person responsible for menu planning, or staff responsible for meal oversight.
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Observations/Notes:

FSD	15. Does the cafeteria have adequate seating space? Are students supervised during their meal period? Is the cafeteria a pleasant eating environment?	US6	0	The cafeteria does not have adequate seating, the students are not supervised during meal periods, and the cafeteria is an unpleasant eating environment.
			1	The cafeteria has one or more of the following but not all: <ul style="list-style-type: none"> <li>• Adequate seating</li> <li>• Supervision of students during all meal periods</li> <li>• Pleasant eating environment</li> </ul>
			②	The cafeteria does have adequate seating, the students are supervised during meal periods, and the cafeteria is a pleasant eating environment.

Observations/Notes: *The cafeteria has adequate seating however, due to the mental health needs of our students, meals are picked up in the cafeteria and brought to the classrooms.*

FSD	16. Is the nutritional content of meals made available to students and parents? a. If yes, through what methods is this information communicated (e.g., website, menu is sent home)?	US7	0	The nutritional content of the school meals is not made available to all students and parents.
			1	One of the following: <ul style="list-style-type: none"> <li>• The nutritional content of the school meals is made available to students or parents but not both.</li> </ul>

				<ul style="list-style-type: none"> <li>The nutritional content of the school meals is made available to some students and parents.</li> <li>The nutritional content of the school meals is made available to students and/or parents but the information is not in multiple languages.</li> </ul>
			②	The nutritional content of the school meals is made available to students and parents.
<p>Observations/Notes: <i>The nutritional content of the school meals are available upon request. Revolution Foods also provides the allergen and carbohydrate reports each month.</i></p>				

FSD	<p>17. Are there vending machine(s) in the school or anywhere on the school campus that students have access to? (Note: This does not refer to vending machine(s) accessible to staff only.)</p> <p>a. If yes, who operates it/them?</p> <p>b. If yes, who receives the money from the vending machine purchases?</p> <p>c. If yes, are there any restrictions on the types of food and/or beverages that are sold in the vending machine?</p> <p>d. If yes, what types of food and/or beverages are sold in the vending machines?</p> <p>e. Do students have access to vending machines before, during, or after school?</p>	NS1	0	Vending machines are on the school campus and carry unhealthy foods and/or beverages.
			1	Vending machines are on the school campus and consist of healthy and unhealthy foods and/or beverages.
			②	<p>One of the following:</p> <ul style="list-style-type: none"> <li>No vending machines on the school campus.</li> <li>Vending machines only carry healthy foods and/or beverages.</li> </ul>
<p>Observations/Notes:</p>				

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FSD	<p>18. Is there a school store that sells food and/or beverages to the students?</p> <p>a. If yes, who runs the school store?</p> <p>b. If yes, where is it located?</p> <p>c. If yes, what hours during the school day is it open?</p> <p>d. If yes, are there any restrictions on the types of food and/or beverages sold in the school store?</p>	NS2	0	The school store sells unhealthy foods and/or beverages.
			1	The school store sells healthy and unhealthy foods and/or beverages.
			②	<p>One of the following:</p> <ul style="list-style-type: none"> <li>The school store does not sell foods and beverages.</li> <li>The school store sells only healthy foods and/or beverages.</li> </ul>
Observations/Notes:				

FSD	<p>19. Does your school have an a la carte line in the cafeteria?</p>	NS3	0	The a la carte line sells only unhealthy foods and/or beverages.
			1	The a la carte line sells unhealthy and healthy foods and/or beverages.
			②	<p>One of the following:</p> <ul style="list-style-type: none"> <li>The school does not have an a la carte line in the cafeteria.</li> <li>The a la carte line only offers healthy foods and/or beverages.</li> </ul>
Observations/Notes:				

P	<p>20. Do food celebrations (e.g., birthday parties, holiday parties) occur during the school day?</p> <p>a. If yes, are any foods and beverages restricted?</p> <p>b. If yes, do celebrations occur in every grade?</p> <p>c. If yes, how often do the celebrations occur?</p> <p>d. Does the school prohibit scheduling of more than one party per class per month?</p>	NS4	0	Food celebrations occur at the school without any restrictions.
			1	<p>Food celebrations are allowed at the school but with restriction(s).</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Food celebrations cannot occur before 2 pm.</li> <li>• Soda is not allowed to be brought for food celebrations.</li> <li>• Only one food celebration can occur per month per grade.</li> </ul>
			2	Food celebrations are not allowed at the school and do not occur.
<p>Observations/Notes: Celebrations occur without a focus on food. Focus is on the child, their interests and accolades from peers.</p>				

FSD	<p>21. Do foods sold outside of the school meals program and inside the school store and vending machines contain no more than 35% total calories/weight from sugar?</p>	NS5	0	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Food Service Director states foods sold outside of the school meals program and inside the school store and vending machines contain more than 35% total calories/weight from sugar.</li> <li>• Food Director states foods sold outside of the school meals program and inside the school store and vending machines contain no more than 35% total calories/weight from sugar but this is not indicated in any of the following observations of the school store, all vending machines, and school menu(s) including a la carte items.</li> </ul>
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			1	Food Service Director states foods sold outside of the school meals program and inside the school store and vending machines contain no more than 35% total calories/weight from sugar, but it is indicated through some of the observations of the school store, all vending machines, and/or school menu(s) including a la carte items.
			2	Food Service Director states foods sold outside of the school meals program and inside the school store and vending machines contain no more than 35% total calories/weight from sugar, and this is indicated through all observations of the school store, all vending machines, and school menu(s) including a la carte items.
Observations/Notes: N/A				

FSD	22. Do foods sold outside of the school meals program and inside the school store and vending machines contain no more than 35% of calories from fat and 9 grams maximum per serving with the exception of nuts?	NS6	0	<p>One of the following:</p> <ul style="list-style-type: none"> <li>Food Service Director foods sold outside of the school meals program and inside the school store and vending machines contain more than 35% of calories from fat and 9 grams maximum per serving with the exception of nuts.</li> <li>Food Service Director states foods sold outside of the school meals program and inside the school store and vending machines contain more than 35% of calories from fat and 9 grams maximum per serving with the exception of nuts, but this is not indicated</li> </ul>
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				through observations in any of the following observations of the school store, all vending machines, and school menu(s) including a la carte items.
			1	Food Service Director states foods sold outside of the school meals program and inside the school store and vending machines contain no more than 35% of calories from fat and 9 grams maximum per serving with the exception of nuts, and this is indicated through some of the observations of the school store, all vending machines, and school menu(s) including a la carte items.
			2	Food Service Director states foods sold outside of the school meals program and inside the school store and vending machines contain no more than 35% of calories from fat and 9 grams maximum per serving with the exception of nuts, and this is indicated through all of the observations of the school store, all vending machines, and school menu(s) including a la carte items.

Observations/Notes: N/A

FSD	23. Do foods sold outside of the school meals program and inside the school store and vending machines contain no more than 200 mg of sodium per serving?	NS7	0	<p>One of the following:</p> <ul style="list-style-type: none"> <li>Food Service Director states foods sold outside of the school meals program and inside the school store and vending machines contain more than 200 mg of sodium per serving.</li> <li>Food Service Director states foods sold outside of the school meals program and</li> </ul>
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				inside the school store and vending machines contain more than 200 mg of sodium per serving, but this is not indicated in any of the following observations of the school store, all vending machines, and school menu(s) including a la carte items.
			1	Food Service Director states foods sold outside of the school meals program and inside the school store and vending machines contain no more than 200 mg of sodium per serving, and this is indicated through some of the observations of the school store, all vending machines, and school menu(s) including a la carte items.
			2	Food Service Director states foods sold outside of the school meals program and inside the school store and vending machines contain no more than 200 mg of sodium per serving, and this is indicated through all of the observations of the school store, all vending machines, and school menu(s) including a la carte items.

Observations/Notes: *N/A*

FSD	24. Do foods sold outside of the school meals program and inside the school store and vending machines contain no more than 200 calories per package?	NS8	0	<p>One of the following:</p> <ul style="list-style-type: none"> <li>Food Service Director states foods sold outside of the school meals program and insides the school store and vending machine contain more than 200 calories per package.</li> <li>Food Service Director states foods sold outside of the school meals program and</li> </ul>
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				inside the school store and vending machines contain more than 200 calories per package, but this is not indicated in any of the following observations of the school store, all vending machines, and school menu(s) including a la carte items.
			1	Food Service Director states foods sold outside of the school meals program and inside the school store and vending machines contain no more than 200 calories per package, but this is indicated through some observations of the school store, all vending machines, and school menu(s) including a la carte items.
			2	Food Service Director states foods sold outside of the school meals program and inside the school store and vending machines contain no more than 200 calories per package, and this is indicated through all observations of the school store, all vending machines, and school menu(s) including a la carte items.

Observations/Notes: N/A

FSD	25. Do foods sold outside of the school meals program and inside the school store and vending machines contain unprocessed foods or at least half of the grains are whole grains?	NS9	0	<p>One of the following:</p> <ul style="list-style-type: none"> <li>Food Service Director states foods sold outside of the school meals program and inside the school store and vending machine contain processed foods and &lt;50% of the grains are whole grain.</li> <li>Food Service Director states foods sold</li> </ul>
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				outside of the school meals program and inside school store and vending machines contain unprocessed foods and at least half of the grains are whole grains, but this is not indicated in any of the following observations of the school store, all vending machines, and school menu(s) including a la carte items.
			1	Food Service Director states foods sold outside of the school meals program and inside school store and vending machines contain unprocessed foods and at least half of the grains are whole grains, but this is indicated in some observations of the school store, all vending machines, and school menu(s) including a la carte items.
			2	Food Service Director states foods sold outside of the school meals program and inside school store and vending machines contain unprocessed foods and at least half of the grains are whole grains, and this is indicated through all observations of the school store, all vending machines, and school menu(s) including a la carte items.
Observations/Notes: N/A				

P	26. Do staff use food and/or beverages as a reward for academic performance or good behavior?	NS10	0	<p>One of the following:</p> <ul style="list-style-type: none"> <li>The principal allows food and/or beverages as a reward for academic performance or good behavior without any restrictions.</li> <li>The principal does not allow food and/or beverages as a reward for academic</li> </ul>
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				performance or good behavior, but the staff does not follow this rule.
			1	The principal allows food and/or beverages as a reward for academic performance or good behavior without some restrictions. Example: <ul style="list-style-type: none"> <li>Only healthy foods and/or beverages can be used as a reward.</li> </ul>
			②	The principal does not allow the use of food and/or beverages as a reward for academic performance or good behavior.
Observations/Notes: <i>This is a policy.</i>				

FSD	27. Are beverages other than water, 100% fruit or vegetable juice, and flavored milk with no more than 22 g total sugar per 8 oz, prohibited?	NS11	0	One of the following: <ul style="list-style-type: none"> <li>Food Service Director states beverages other than water, 100% fruit or vegetable juice, and flavored milk with more than 22 g total sugar per 8 oz are sold.</li> <li>Food Service Director states beverages other than water, 100% fruit or vegetable juice, and flavored milk with no more than 22 g total sugar per 8 oz are prohibited, but this is not indicated in any of the following observations of the school store, all vending machines, and school menu(s) including a la carte items.</li> </ul>
			1	One of the following: <ul style="list-style-type: none"> <li>Food Service Director states some of the following beverages are prohibited: water, 100% fruit or vegetable juice, and flavored</li> </ul>

				<p>milk with no more than 22 g total sugar per 8 oz, and this is indicated in observations of the school store, all vending machines, and school menu(s) including a la carte items.</p> <ul style="list-style-type: none"> <li>Food Service Director states the following beverages are prohibited: water, 100% fruit or vegetable juice, and flavored milk with no more than 22 g total sugar per 8 oz, and this is indicated in some of the observations of the school store, all vending machines, and school menu(s) including a la carte items.</li> </ul>
			2	Food Service Director states beverages other than water, 100% fruit or vegetable juice, and flavored milk with no more than 22 g total sugar per 8 oz are prohibited, and this is indicated in all of the observations of the school store, all vending machines, and school menu(s) including a la carte items.
Observations/Notes: N/A				

FSD	28. Are beverages with added caloric sweeteners prohibited?	NS12	0	<p>One of the following:</p> <ul style="list-style-type: none"> <li>Food Service Director states beverages with added caloric sweeteners are sold.</li> <li>Food Service Director states beverages with added caloric sweeteners are prohibited, but this is not indicated in any of the following observations of the school store, all vending machines, and school menu(s) including a la carte items.</li> </ul>
			1	Food Service Director states beverages with added

				caloric sweeteners are prohibited, but this is indicated in some observations of the school store, all vending machines, and school menu(s) including a la carte items.
			②	Food Service Director states beverages with added caloric sweeteners are prohibited, and this is indicated in all observations of the school store, all vending machines, and school menu(s) including a la carte items.
Observations/Notes:				

FSD	29. Are milk beverages other than low-fat (1%) or non-fat/skim milk prohibited?	NS13	0	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Food Service Director states milk beverages other than low-fat (1%) or non-fat/skim milk are sold.</li> <li>• Food Service Director states milk beverages other than low-fat (1%) or non-fat/skim milk are prohibited, but this is not indicated in any of the following observations of the school store, all vending machines, and school menu(s) including a la carte items.</li> </ul>
			1	Food Service Director states milk beverages other than low-fat (1%) or non-fat/skim milk are prohibited, but this is indicated in some observations of the school store, all vending machines, and school menu(s) including a la carte items.
			②	Food Service Director states milk beverages other than low-fat (1%) or non-fat/skim milk are prohibited, and this is indicated in all observations of the school store, all vending machines, and school

				menu(s) including a la carte items.
<p>Observations/Notes: <i>Letters have been sent to parents however, we cannot restrict students from drinking beverages sent from home. We believe it is not culturally sensitive to set limits on food and drinks based on western thinking.</i></p>				

FSD	<p>30. Are the Institute of Medicine’s beverages recommendations followed? (must meet all standards:          water any size AND          8 oz/serving for milk AND          Elementary and middle school-Juice: 4 oz/serving for 100% juice;          High school-Juice: 8 oz serving for 100% juice.)</p>	NS14	0	<p>One of the following:</p> <ul style="list-style-type: none"> <li>Food Service Director states IOM beverage recommendations are not met.</li> <li>Food Service Director states IOM beverage recommendations are met, but this is not indicated in any of the following observations of the school store, all vending machines, and school.</li> </ul>
			1	<p>One of the following:</p> <ul style="list-style-type: none"> <li>Food Service Director states IOM beverage recommendations are partially met (e.g., serves 6 oz/serving for 100% juice but complies with other recommendations), and this is indicated in observations of the school store, all vending machines, and school.</li> <li>Food Service Director states IOM beverage recommendations are met, but this is indicated in only some observations of the school store, all vending machines, and school.</li> </ul>
			②	<p>Food Service Director states IOM beverage recommendations are fully met, and this is indicated in all observations of the school store, all vending machines, and school.</p>

Observations/Notes:



FSD	<p>31. Is water available during breakfast? If yes, how is it made available?</p> <p>a. Is water available during lunch? If yes, how is it made available?</p> <p>b. Is water available throughout the day outside of meal times?</p> <p>d. Are students allowed to carry water bottles with them?</p>	NS15	0	Students are not permitted access to water during the school day.
			1	<p>Students have limited access to water during the school day.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Water is available only at certain times throughout the school day (e.g., only during meal times).</li> <li>• Students are denied access to water as a punishment.</li> </ul>
			②	Students have access to water throughout the school day, and this is observed at any time during the school day.

Observations/Notes:

P	<p>32. Does the school participate in any types of fundraisers that involve selling food and/or beverages?</p> <p>If yes:</p> <p>a. Who's in charge of approving all fundraising activities?</p> <p>c. Do any fundraisers occur during mealtimes?</p> <p>d. Is the use of food and beverages as fundraisers prohibited?</p> <p>e. Is the use of food and beverages in fundraising restricted in some other way?</p> <p>f. Does the school encourage promotion of</p>	NS16	0	The school permits food and beverage fundraisers without any restrictions.
			1	The school permits food and beverage fundraisers with some restrictions (e.g., no candy fundraisers are permitted but cookie fundraisers are allowed).
			②	<p>The principal does not permit any food and beverage fundraisers, and staff who conduct fundraisers state no food and/or beverages are permitted.</p> <p>Exception for food fundraisers is the selling of fruits and vegetables.</p>

	physical activity during or as fundraisers (e.g., walk-a-thons) g. Does the District provide a list of approved non-food or healthy food fundraising activities?			
Observations/Notes:				

Section 3. Physical Activity				
PET	33. Is there a formal written PE curriculum for every grade?	PEPA1	0	There is no formal written PE curriculum at the school.
			1	There is a formal written PE curriculum at the school for some grades.
			②	There is a formal written PE curriculum at the school for every grade.
Observations/Notes:				

PET	34. How many minutes of PE does each grade in elementary school receive?  Note: <a href="#">NASPE recommends that schools provide 150 minutes of instructional physical education for elementary school children.</a>	PEPA2	0	All elementary students do not receive the required minutes of PE each week.
			1	One of the following: <ul style="list-style-type: none"> <li>Elementary students do receive the required minutes of PE each week, but this is not indicated on the school schedule.</li> <li>The school schedule indicates some elementary school grades receive the required minutes of PE each week.</li> </ul>
			2	All elementary students do receive the required

				minutes of PE each week, and this is indicated on the school schedule.
Observations/Notes: N/A				

PET	35. How many minutes of PE does each grade in middle school receive?  Note: <a href="#">NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.</a>	PEPA3	0	All middle school students do not receive the required minutes of PE each week.
			1	One of the following: <ul style="list-style-type: none"> <li>• Middle school students do receive the required minutes of PE each week, but this is not indicated on the school schedule.</li> <li>• The school schedule indicates some middle school grades receive the required minutes of PE each week.</li> </ul>
			2	All middle school students do receive the required minutes of PE each week, and this is indicated on the school schedule.
Observations/Notes: <i>Students receive 120 minutes of physical education per week. State requirements are that students receive 400 minutes per 10 school days.</i>				

PET	36. How many minutes of PE does each grade in high school receive?  Note: <a href="#">NASPE recommends that schools provide 225 minutes of instructional physical education for high school students per week for the entire school year.</a>	PEPA4	0	All high school students do not receive the required minutes of PE each week.
			1	One of the following: <ul style="list-style-type: none"> <li>• High school students do receive the required minutes of PE each week, but this is not indicated on the school schedule.</li> <li>• The school schedule indicates some high school grades receive the required minutes of</li> </ul>



				PE each week.
			2	All high school students do receive the required minutes of PE each week, and this is indicated on the school schedule.
Observations/Notes: <i>Students receive 120 minutes of physical education per week. State requirements are that students receive 400 minutes per 10 school days.</i>				

PET	37. In PE, what is the student-teacher ratio for each grade? a. Is the student-teacher ratio for PE different than other classes in the corresponding grade?	PEPA5	0	The student-teacher ratio in physical education classes is not the same ratio as other classes.
			1	
			②	The student-teacher ratio in physical education classes is the same ratio as other classes.
Observations/Notes:				

PET	38. Do the play areas and facilities equipment meet NASPE standards?	PEPA6	①	The play areas and facilities equipment do not meet NASPE standards.
			1	
			2	The play areas and facilities equipment do meet NASPE standards.
Observations/Notes:				

P	39. What are the qualifications for a PE teacher?	PEPA7	0	None of the school's PE teacher(s) are not qualified, not licensed, and do not follow NASPE standards.
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	a. Do PE teachers have to be licensed? b. Do PE teachers have to follow NASPE standards?		1	Some of the school's PE teacher(s) are not qualified, not licensed, and do not follow NASPE standards.
			2	All of the school's PE teacher(s) are qualified, licensed, and follow NASPE standards.

Observations/Notes: *As a non public school our requirements for Physical Education teachers do not match those of typical schools. Our P.E. teachers are certified providers who have a specialization in Recreational Therapy.*

PET	40. For PE teachers, is relevant ongoing training offered every year? a. If yes, what kind?	PEPA8	0	Relevant, ongoing training is not offered every year for PE teachers.
			1	Relevant, ongoing training is offered some years for PE teachers.
			②	Relevant, ongoing training is offered every year for PE teachers.

Observations/Notes:

PET	41. Are waivers for physical education allowed? a. If yes, in what instances? b. Specifically, do other physical activities substitute for PE?	PEPA9	0	Waivers for physical education class are explicitly allowed, and students may substitute other physical activities for physical education class.
			1	One of the following: <ul style="list-style-type: none"> <li>• Waivers for physical education class are explicitly allowed, but students cannot substitute other physical activities for physical education class.</li> <li>• Waivers for physical education class are explicitly allowed, but students can substitute other physical activities for physical education class.</li> </ul>

			2	Waivers for physical education class are not allowed, and students are prohibited from substituting other physical activities for physical education class.
Observations/Notes: N/A				

P	42. Are regular physical activity breaks provided for every grade in elementary? a. Does this occur daily for all grades in elementary? b. What do the breaks consist of?	PEPA10	0	Regular physical activity breaks do not occur for every grade in elementary.
			1	One of the following: <ul style="list-style-type: none"> <li>Daily, regular physical activity breaks do occur some grades in elementary as indicated by the school schedule.</li> <li>Regular physical activity breaks do occur for every grade in elementary, but they are not daily as indicated by the school schedule.</li> </ul>
			2	Daily, regular physical activity breaks do occur for every grade in elementary as indicated by the school schedule.
Observations/Notes: N/A				

P	43. Is there structured physical activity outside of recess and PE? a. If yes, does it occur before or after school in the following: a. Clubs b. Intramurals	PEPA11	0	Structured physical activity breaks outside of recess and PE does not occur before and after school for every grade.
			1	Structured physical activity breaks outside of recess and PE does occur before or after school for some grades as indicated by the schedule of available

	c. Interscholastic activities d. Other b. If yes, is this offered to all grades?			programs.
			②	Structured physical activity breaks outside of recess and PE does occur before and after school for every grade as indicated by the schedule of available programs.
Observations/Notes: <i>Northpoint school has students in grades 6-12 with activities held throughout the year for all students (i.e. Kobe Bryant walk). There are also intramurals that are designated for the older wing students.</i>				

P	44. Does the community use school facilities outside of school times?	PEPA12	①	The community does not use school facilities outside of school times.
			1	
			2	The community uses school facilities outside of school times.
Observations/Notes:				

PET	45. Is physical activity ever used as punishment (e.g., making a student run laps, do push-ups)? Is physical activity ever withheld as punishment (e.g., taking away recess or ending PE class early)?	PEPA13	0	Physical activity is used as a punishment.
			1	Physical activity is sometimes used as a punishment (e.g., students are denied recess but never given laps to run as punishment).
			②	Physical activity is never used as a punishment in both forms-making students do additional physical activity and students are never denied any form of physical activity.
Observations/Notes:				

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P	<p>46. Is there daily recess for every grade in elementary school?</p> <p>a. If no, how many days/week is recess?</p> <p>b. How long is recess?</p> <p>c. Is recess structured?</p>	PEPA14	0	Daily recess does not occur for every grade in elementary.
			1	<p>One of the following:</p> <ul style="list-style-type: none"> <li>Daily recess occurs for some grades in elementary as indicated by the school schedule.</li> <li>Every grade in elementary receives recess a few days each week as indicated by the school schedule.</li> </ul>
			2	Daily recess does occur for every grade in elementary as indicated by the school schedule.

Observations/Notes: N/A

**Section 4. Evaluation**

DWC	<p>47. Is there a plan for implementation of the school wellness policy?</p> <p>If yes:</p> <p>a. Is this a written plan?</p> <p>Note: If there is a written plan, ask for a copy.</p>	E1	0	There is not a written plan for implementation of the school wellness policy.
			1	There is a written plan for implementation of the school wellness policy, but it is not executed.
			②	There is a written plan for implementation of the school wellness policy, and it is followed.

Observations/Notes:

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DWC	<p>48. Is the school wellness policy evaluated every year? If yes:</p> <p>a. What specific outcomes are evaluated (e.g., student fitness test, number of classes/workshops held, meal participation rates, fiscal impact, student learning, School Health Index, WellSAT)?</p> <p>b. How are the outcomes measured?</p>	E2	0	The school wellness policy is not evaluated every year.
			1	Some outcomes of the school wellness policy are not evaluated every year.
			②	The school wellness policy is evaluated measuring specific outcomes every year.

Observations/Notes:

DWC	<p>49. Is a school wellness policy progress report written every year? If yes,</p> <p>a. Is it distributed to all schools within the district?</p> <p>Note: If there is a written progress report, ask for a copy.</p>	E3	0	A progress report is not completed every year on the school wellness policy.
			1	A progress report is completed every year on the school wellness policy, but it is not distributed to all of the schools in the district.
			②	A progress report is completed every year on the school wellness policy and distributed to all the schools within the district.

Observations/Notes:

DWC	50. Is the school wellness policy revised every year?	E4	0	The school wellness policy has never been revised.
			①	The school wellness policy is revised some years.

	If yes, a. What is the process for revision?		2	The school wellness policy is revised every year.
Observations/Notes:				