



School Wellness Policy Tools

Person Completing Assessment SCS Staff Title \_\_\_\_\_

School SCS City \_\_\_\_\_ Date 5/10/16

Instructions: Use the guidelines for scoring found on page 7, along with your knowledge or observations of the elementary school to assess the school environment and policy.

For each statement, place an X in the one box that best represents current school environment and policy. You may wish to add comments clarifying your selection.

School Environment							
See page 7 for scoring guidelines	All Elements in Place	Most Elements in Place	Some Elements in Place	Few Elements in Place	No Elements in Place	N/A	Comments
<b>Nutrition</b>							
1. Foods and beverages with limited nutritional value are not marketed in the cafeteria.	X						
2. School store offers consistent messaging for healthy items.						X	
3. There is easy access to water in the cafeteria as well as easy access to water throughout the building.	X						
4. Fruits and vegetables are placed in prominent easy-to-reach positions.						X	
5. Adequate time for students to enjoy eating healthy foods with friends, scheduled as near the middle of the school day as possible. Students have 10-20 minutes after seated to eat breakfast/lunch.	X						

**School Environment:**

See page 7 for scoring guidelines	All Elements in Place	Most Elements in Place	Some Elements in Place	Few Elements in Place	No Elements in Place	N/A	Comments
<b>Nutrition</b>							
6. Scheduled recess for elementary grades before lunch so that children will come to lunch less distracted and ready to eat.	X						
7. Nutrition education is offered in the school dining room as well as in the classroom, with coordination between the food service staff and teachers.		X					
8. Students receive consistent nutrition messages throughout the school, classroom, cafeteria, home, community and media.	X - School Class Cafe						NO Control over Community, Home, or Media.
9. Schools are Team Nutrition Schools and they conduct nutrition education activities and promotions that involve parents, students and the community.						X	

School Environment							Comments
See page 7 for scoring guidelines	All Elements in Place	Most Elements in Place	Some Elements in Place	Few Elements in Place	No Elements in Place	N/A	
<b>Physical Activity</b>							
10. At a minimum, students have 60 minutes of physical activity on most, preferably all, days of the week.		X					
11. Students are given opportunities for physical activity during the school day through daily recess periods provided to children in all grades, elective physical education (PE) classes, walking programs, and the integration of physical activity into the academic curriculum.		X					
12. Students have opportunities for physical activity through a range of after-school programs, including intramural and interscholastic athletics, and physical activity clubs.		X					ASP will be implemented through Project Award shortly.
13. Schools work with the community to create an environment that is safe and supportive of students' physically active commute to and from school. (Example: a Safe Routes to School Program is established. <a href="http://www.saferoutesinfo.org/">http://www.saferoutesinfo.org/</a> (national site) or <a href="http://www.nh.gov/dot/org/projectdevelopment/planning/srts/index.htm">http://www.nh.gov/dot/org/projectdevelopment/planning/srts/index.htm</a> (New Hampshire site)						X	Not available in our location
14. The school is a mixed use facility for physical activity.							?

# Policy

See page 7 for scoring guidelines	Policy Enforcement /Evaluation	Policy Implementation	Policy Formulation and Adoption	Problem Identification	Not Identified as Problem	N/A	Comments
<b>In School</b>							
1. Students in grades pre-k-12 receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.	X						
2. Staff that provide nutrition education have appropriate training.						X	
3. State and district health education curriculum standards and guidelines include both nutrition and physical education.	X						
4. Nutrition is integrated into the health education curricula or core curriculum (e.g. math, science, language arts).	X						
5. Procedures for educating and training school staff on nutrition policies including their responsibilities are in place.	X						
6. If vending machines are available for children and staff, they are compliant with the Healthy Kids Act.						X	
7. Competitive foods are compliant with the Healthy Kids Act.						X	
8. Fundraising efforts do not involve sales of foods high in sugar, fat, and sodium.	X						
9. Healthy options are available at every event i.e. classroom parties, school celebrations.	X						

## Policy

See page 7 for scoring guidelines

Policy Enforcement /Evaluation	Policy Implementation	Policy Formulation and Adoption	Problem Identification	Not Identified as Problem	N/A	Comments
<b>In School</b>						
X						
	in moderation X					
X						
X						
X						

# Policy

See page 7 for scoring guidelines	Policy Enforcement /Evaluation	Policy Implementation	Policy Formulation and Adoption	Problem Identification	Not Identified as Problem	N/A	Comments
<b>Collaboration with Home</b>							
15. Parents, teachers, school administrators, students, food service professionals, and community members are involved in the development of the Local Wellness Policy (LWP) and serve as role models in practicing healthy eating and being physically active, both in school and at home. (e.g. Parent Advisory Committee exists for nutrition and physical activity)	X			not identified			
16. Content and implementation of LWP is available to parents, students and others in the community. An effective system is established for receiving regular feedback from the aforementioned.	X						
17. One or more school officials ensure that the school complies with the LWP.	X						
18. The school periodically measures and makes available to the public an assessment of the implementation of the LWP and describes the progress in attaining goals of LWP.	?						