

# 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.

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

## Policy Name: CGWS Wellness Policy Assessment

### Section 1. Nutrition Education and Wellness Promotion

Rating Resources for Improving Wellness Policy

Item ID	Description	Rating	Resources for Improving Wellness Policy
NEWP1	Provides nutrition curriculum for each grade level.	1	Centers for Disease Control and Prevention (CDC)—Healthy Eating Curriculum CDC—School Health Education CT Department of Education (CTSDE) Society for Nutrition Education United States Department of Agriculture (USDA)—Nutrition Education USDA—Resources for Educators Colorado Department of Education
NEWP2	Links nutrition education with the school food environment.	2	USDA Wisconsin Department of Public Instruction
NEWP3	Nutrition education teaches skills that are behavior-focused.	1	CDC USDA—Empowering Youth USDA—MyPyramid game
NEWP4	Encourages staff to be role models for healthy behaviors.	1	USDA—Empowering Youth USDA—Professionals
NEWP5	Specifies district using the Centers for Disease Control and Prevention's (CDC) Coordinated School Health Program model or other coordinated/comprehensive method.	0	CDC
NEWP6	Specifies how district will engage families to provide information and/or solicit input to meet district wellness goals (e.g., through website, e-mail, parent conferences, or events).	2	Project PA USDA Louisiana Department of Education
NEWP7	Specifies marketing to promote healthy choices.	2	California Project Lean (CPL)
NEWP8	Specifies restricting marketing of unhealthful choices.	2	CPL National Policy and Legal Analysis Network (NPLAN)
NEWP9	Establishes an advisory committee to address health and wellness that is ongoing beyond policy	2	AFHK

	development.		USDA
Subtotal for Section 1	<b>Comprehensiveness Score:</b> 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."	89	
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 9. Multiply by 100.	56	

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

Rating Resources for Improving Wellness Policy

<b>US1</b>	Addresses access to and/or promotion of the School Breakfast Program (USDA).	<b>2</b>	USDA AFHK
<b>US2</b>	Addresses nutrition standards for school meals beyond USDA (National School Lunch Program / School Breakfast Program) minimum standards.	<b>2</b>	Institute of Medicine (IOM)
<b>US3</b>	Specifies strategies to increase participation in school meal programs.	<b>2</b>	Food research and Action Center (FRAC)
<b>US4</b>	Ensures adequate time to eat.	<b>2</b>	National Food Service Management Institute
<b>US5</b>	Ensures nutrition training for food service director and/or onsite manager (or other person responsible for menu planning).	<b>2</b>	AFHK
<b>US6</b>	Addresses school meal environment.	<b>2</b>	USDA
<b>US7</b>	Nutrition information for school meals (e.g., calories, saturated fat, sugar) is available.	<b>2</b>	USDA
Subtotal for Section 2	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 7. Multiply by 100. Do not count an item if the rating is "0."	100	
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 7. Multiply by 100.	100	

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

Rating Resources for Improving Wellness Policy

<b>NS1</b>	Regulates vending machines.	<b>2*</b>	IOM NPLAN
<b>NS2</b>	Regulates school stores.	<b>2*</b>	IOM
<b>NS3</b>	Regulates food service a la carte OR food sold as an alternative to the reimbursable school meal program (if not defined as to what this means).	<b>2*</b>	IOM
<b>NS4</b>	Regulates food served at class parties and other school celebrations.	<b>2*</b>	AFHK
<b>NS5</b>	Addresses limiting sugar content of foods sold/served outside of USDA meals.	<b>2*</b>	IOM
<b>NS6</b>	Addresses limiting fat content of foods sold/served outside of USDA meals.	<b>2*</b>	IOM
<b>NS7</b>	Addresses limiting sodium content of foods sold/served outside of USDA meals.	<b>2*</b>	IOM
<b>NS8</b>	Addresses limiting calorie content per serving size of foods sold/served outside of USDA meals.	<b>2*</b>	IOM
<b>NS9</b>	Addresses increasing "whole foods" (whole grains, unprocessed foods, or fresh produce) sold/served outside of USDA meals.	<b>2</b>	IOM
<b>NS10</b>	Addresses food not being used as a reward.	<b>2</b>	AFHK
<b>NS11</b>	Addresses limiting sugar content of beverages sold/served outside of USDA meals.  (If the policy specifies guidelines for limiting added sugar in food, do not assume these guidelines apply to beverages).	<b>2*</b>	IOM
<b>NS12</b>	Addresses limiting regular (sugar-sweetened) soda sold/served outside of USDA meals. (If the policy specifies guidelines for limiting added sugar in food, do not assume these guidelines apply to beverages).	<b>2*</b>	IOM
<b>NS13</b>	Addresses limiting fat content of milk sold/served outside of school meals. (If the policy addresses limiting the fat content of foods, do not assume these policies apply to milk).	<b>2*</b>	IOM
<b>NS14</b>	Addresses serving size limits for beverages sold/served outside of school meals.	<b>2*</b>	IOM
<b>NS15</b>	Addresses access to free drinking water.	<b>2</b>	IOM
<b>NS16</b>	Regulates food sold for fundraising at all times (not only during the school day).	<b>2</b>	AFHK—Healthy Fundraisers AFHK—Sweet Deals

			CLP
Subtotal for Section 3	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 16. Multiply by 100. Do not count an item if the rating is "0."	100	
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 16. Multiply by 100.	100	

\*Congratulations! Your policy is very strong in this area. Your district either meets Institute of Medicine standards or has a complete ban on competitive foods. Well done!

### Section 4. Physical Education and Physical Activity

Rating Resources for Improving Wellness Policy

		Rating	Resources for Improving Wellness Policy
<b>PEPA1</b>	Addresses written physical education curriculum/program for each grade level.	2	National Association for Sport and Physical Education (NASPE)—Standards NASPE—Teaching Tools CDC
<b>PEPA2</b>	Addresses time per week of physical education for elementary school students.	2	NASPE—Teaching Tools NASPE—Class Length NASPE—Appropriate Practices Robert Wood Johnson Foundation (RWJF)
<b>PEPA3</b>	Addresses time per week of physical education for middle school students.	2	NASPE—Teaching Tools NASPE—Class Length NASPE—Appropriate Practices RWJF
<b>PEPA4</b>	Addresses time per week of physical education for high school students.	2	NASPE—Teaching Tools NASPE—Class Length NASPE—Appropriate Practices RWJF
<b>PEPA5</b>	Addresses teacher-student ratio for physical education.	0	NASPE—Teaching Tools NASPE—Appropriate Practices NASPE—Large Class
<b>PEPA6</b>	Addresses adequate equipment and facilities for physical education.	2	NASPE—Appropriate Practices NASPE—Facilities NASPE—Teaching Tools

<b>PEPA7</b>	Addresses qualifications for physical education instructors.	<b>0</b>	NASPE RWJF
<b>PEPA8</b>	District provides physical education training for physical education teachers.	<b>2</b>	NASPE—PA for Professionals NASPE—Workshops
<b>PEPA9</b>	Addresses physical education waiver requirements (e.g., substituting physical education requirement with other activities).	<b>0</b>	NASPE
<b>PEPA10</b>	Regular physical activity breaks are provided for elementary school students during classroom time, not including PE and recess.	<b>2</b>	NASPE—Integrated PA NASPE—Comprehensive PA RWJF
<b>PEPA11</b>	Addresses structured physical activity before or after school through clubs, classes, intramurals or interscholastic activities.	<b>2</b>	NASPE—After-School NASPE—Comprehensive PA NASPE—Teaching Tools NASPE—Co-Curricular PA AFHK After School Physical Activity Website
<b>PEPA12</b>	Addresses community use of school facilities for physical activity outside of the school day.	<b>2</b>	NPLAN Joint Use.org RWJF
<b>PEPA13</b>	Addresses not restricting physical activity as punishment.	<b>2</b>	NASPE
<b>PEPA14</b>	Addresses provision of daily recess in elementary school.	<b>2</b>	NASPE RWJF—NASBE Guide RWJF—Recess Sports4Kids UNC School of Education International Play Association American Academy of Pediatrics NASBE
Subtotal for Section 4	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 14. Multiply by 100. Do not count an item if the rating is "0."	79	
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 14. Multiply by 100.	79	

**Section 5. Evaluation****Rating****Resources for Improving Wellness Policy**

<b>E1</b>	Establishes a plan for policy implementation.	<b>2</b>	AFHK USDA
<b>E2</b>	Addresses a plan for policy evaluation.	<b>2</b>	AFHK USDA
<b>E3</b>	Addresses providing a progress report to a specific audience.	<b>2</b>	AFHK USDA
<b>E4</b>	Identifies a plan for revising the policy.	<b>2</b>	AFHK USDA
<b>Subtotal for Section 5</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 4. Multiply by 100. Do not count an item if the rating is "0."	<b>100</b>	
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 4. Multiply by 100.	<b>100</b>	

**Overall District Policy Score**

<b>Total Comprehensiveness</b> Add the comprehensiveness scores for each of the seven sections above and divide this number by 5.	<b>District Score</b> <b>94</b>
<b>Total Strength</b> Add the strength scores for each of the seven sections above and divide this number by 5.	<b>District Score</b> <b>87</b>

## How to Rate Policy Statements

School wellness policies are evaluated based on the degree to which they address 50 policy items, which are categorized into five sections. The sections include Nutrition Education and Wellness Promotion (1), Standards for USDA Child Nutrition Programs and School Meals (2), Nutrition Standards for Competitive and Other Foods and Beverages (3), Physical Education and Activity (4), and Evaluation (5).

School wellness policy statements are to be rated "0," "1," or "2," using the definitions below. This assessment tool lists each policy item followed by an explanation of the item and examples of statements that would be rated "1" and "2".

Section 3: Nutrition Standards for Competitive and Other Foods and Beverages contains some items that are to be rated on a scale of 0-4. Instructions for assigning a rating of "3" or "4" can be found alongside these items in Section 3.

### 0 - Not Mentioned

The item is not included in the text of the policy.

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### 1 - Weak Statement

Assign a rating of "1" when the item is mentioned, but

- The policy will be hard to enforce because the statement is vague, unclear, or confusing.
- Statements are listed as goals, aspirations, suggestions, or recommendations.
- There are loopholes in the policy that weaken enforcement of the item.
- The policy mentions a future plan to act without specifying when the plan will be established.

Words often used include: may, can, could, should, might, encourage, suggest, urge, some, partial, make an effort, and try.

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### 2 - Meets or Exceeds Expectations

Assign a rating of "2" when the item is mentioned and it is clear that the policy makers are committed to making the item happen because:

- The item is described using specific language (e.g., a concept followed by concrete plans or strategies for implementation).
  - Strong language is used to indicate that action or regulation is required, including: shall, will, must, have to, insist, require, all, total, comply and enforce.
  - A district is unable to enforce an item (e.g., teachers role modeling healthy behaviors), but the goal is clearly stated (e.g., "shall encourage teachers to role model healthy behaviors").
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### Section 3 only:

- 3 - meets Institute of Medicine standards or district has a ban on competitive foods (if there is no "4")
- 4 - district has a competitive food ban

**START**

**IMPORTANT:** State law may regulate items in this assessment tool. State law supersedes the authority of school wellness policies, so unless otherwise indicated, rate items according to the strength of state law when state law exceeds standards in a policy or when state law mentions items not included in a policy. For example, if state law

prohibits soda in schools but the policy does not, rate applicable items as if the policy explicitly prohibits soda. For state laws pertaining to wellness, visit: [www.wellness.gov](#) or the [Illinois Department of Public Health](#)

**One method for deciding between assigning a rating of "1" or "2" is to consider the scenario of a parent approaching a school district's Board of Education to discuss an issue. If the policy is ambiguous on how the school should handle the issue, assign the item a rating of "1." If the written policy gives clear guidance about how to decide whether the school complies with the policy, assign the item a rating of "2."**