

## Fallbrook Union Elementary School District (2012) Wellness Policy Scorecard

The Wellness School Assessment Tool, or WellSAT was developed by the Rudd Center for Food Policy and Obesity now located at the University of Connecticut. The tool assesses the quality of a school district's wellness policy in regards to nutrition education, school meals, physical activity, competitive foods, and implementation and evaluation.

The WellSAT provides two scores: a comprehensiveness score, which reflects the extent to which recommended content areas are covered in the policy; and a strength score, which describes how strongly the content is stated. Both scores range from 0-100, with lower scores indicating less content and weaker language and higher scores indicating more content and greater use of specific and directive language. Below you will find your district scorecard and the average scores for all San Diego County School Districts.

### How Policy Statements are rated:

School wellness policies are evaluated based on the degree to which they address the 78 policy items, which are categorized into six sections. Policy items are given a score of 0, 1, or 2 according to how much accountability they require.

A score of 0 means that the item was not included in the policy.

A score of 1 means the item was addressed but it was vague or unclear. It could mean that there are loopholes in the policy or a goal is clearly stated but it is unclear how the action or regulation will be measured or enforced.

A score of 2 means the item met or exceeded WellSAT expectations. The item described used specific language that indicated action or regulation is required and it is enforceable.

### Fallbrook Union Elementary School District Overall WellSAT Score:

**Total Comprehensiveness Score: 55**

**County Average Total Comprehensiveness Score: 53**

**District Total Strength Score: 27**

**County Average Total Strength Score: 31**

#### Fallbrook Union Elementary School District scored above County averages in:

Section 2: Standards for School Meals (in comprehensiveness)

Section 4: Physical Education and Physical Activity (in comprehensiveness)

Section 5: Wellness Promotion and Marketing (in strength)

Section 6: Implementation, Evaluation, and Communication (in comprehensiveness)

#### Fallbrook Union Elementary School District scored below County averages in:

Section 1: Nutrition Education

Section 3: Nutrition Standards

## Section 1. Nutrition Education

Rating

NE1	There is a standards-based nutrition curriculum, health education curriculum, or other curriculum that includes nutrition.	2
NE2	All elementary school students receive nutrition education.	2
NE3	All middle school students receive nutrition education.	2
NE5	Links nutrition education with the school food environment.	0
NE6	Nutrition education teaches skills that are behavior-focused.	0
NE7	Nutrition education is sequential and comprehensive in scope	2
<b>Subtotal for Section 1</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 8. Multiply by 100. Do not count an item if the rating is "0."	<b>67</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 8. Multiply by 100.	<b>67</b>

**San Diego County Averages:** Comprehensiveness: **84** Strength: **68** **Highest District Scores:** Comprehensiveness: **100** Strength: **100**

### Interpretation

The comprehensiveness score reflects the content of the nutrition education policy. Most items in this section were clearly addressed in your policy with strong language. Both the comprehensiveness and strength score can be improved in this area if language that reflected specific activities in the nutrition education policy were mentioned in your policy. For example, NE5 can have a higher score if the policy states that specific skills are identified and required by stating "Nutrition education will incorporate children acquire skills for reading food labels and menu planning."

Please refer to the template policy attached in packet for an example.

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

Rating

SM1	Addresses access to the USDA School Breakfast Program.	2
SM2	Addresses compliance with USDA nutrition standards for reimbursable meals.	2
SM3	School meals meet standards that are more stringent than those required by the USDA.	1
SM4	District takes steps beyond those required by federal law/regulation to protect the privacy of students who qualify for free or reduced priced meals.	0
SM5	USDA National School Lunch Program and School Breakfast Program standards are described in full (or a link to the standards is provided in the wellness policy)	0
SM6	Specifies strategies to increase participation in school meal programs.	0
SM7	Addresses students leaving school during lunch periods.	0
SM8	Ensures adequate time to eat.	0
SM9	Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	1
SM10	Addresses school meal environment.	0
SM11	Nutrition information for school meals (e.g., calories, saturated fat, sodium, sugar) is available to students and parents.	0
SM12	Specifies how families are provided information about determining eligibility for free/reduced priced meals.	0
SM13	Recess (when offered) is scheduled before lunch in elementary schools.	0
SM14	Free drinking water is available during meals	2
<b>Subtotal for Section 2</b>	<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."	<b>36</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 14. Multiply by 100.	<b>21</b>

**San Diego County Averages:** Comprehensiveness: **35** Strength: **27** **Highest District Score:** Comprehensiveness: **79** Strength: **57**

### Interpretation

The comprehensiveness score refers to how well your policy satisfies the recommended content for the USDA Child Nutrition Programs and School Meals. The "0" scores above show specific content that was not found in your policy. Please refer to page 11 of the Tools for Schools Toolkit for examples of statements that would meet or exceed WellSAT expectations. Also refer to the wellness template policy attached in the packet for model language that could be incorporated in the District's policy.

Strong language and specific examples or actions will improve the strength score of your policy. For example, on SM9, the policy language can state clearly that USDA requirement for training and/or continuing education is being met. Please see the template policy for model language for this item and others in this section.

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

Rating

NS1	Addresses compliance with USDA minimum nutrition standards for all FOODS sold to students during the school day (commonly referred to as <i>Smart Snacks</i> )	1
NS2	Addresses nutrition standards for all FOODS sold to students during the EXTENDED school day (includes regular school day plus after school programming and clubs. Do not count snacks provided in before/aftercare (child care) programs)	1
NS3	Addresses nutrition standards for all FOODS AND BEVERAGES served to students while attending before/aftercare on school grounds.	0
NS4	Regulates food served during classroom parties and celebrations in elementary schools.	0
NS5	Addresses compliance with USDA nutrition standards for all BEVERAGES sold to students during the school day (commonly referred to as <i>Smart Snacks</i> )	1
NS6	Addresses nutrition standards for all BEVERAGES sold to students during the EXTENDED school day (includes regular school day plus after school programming and clubs).	0
NS9	USDA Smart Snack standards are described in full (or a link to the standards is provided in the wellness policy)	0
NS10	Addresses availability of free drinking water throughout the school day.	0
NS11	Regulates food sold for fundraising at all times (not only during the school day).	1
<b>Subtotal for Section 3</b>	<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."	<b>44</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 9. Multiply by 100.	<b>0</b>

**San Diego County Averages:** Comprehensiveness: 50 Strength: 16 **Highest District Scores:** Comprehensiveness: 91 Strength: 64

#### Interpretation

The comprehensiveness score is based on items that receive a "1" or a "2". A score of "0" means that the item has not been addressed in the district policy. Please refer to page 11 of the Tools for Schools Toolkit as well as the policy template attached in packet for examples of statements that would meet or exceed WellSAT expectations

The strength score for NS1 can easily be improved with language reflecting all foods sold to students during the school day are required with USDA standards. For example, consider stating, "The district is in compliance with all federal and state nutrition standards for all foods served in schools" for item NS1.

## Section 4. Physical Education and Physical Activity

### Rating

PEPA1	There is a written physical education curriculum for grades K-12.	1
PEPA2	The written physical education curriculum is aligned with national and/or state physical education standards.	2
PEPA3	Addresses time per week of physical education instruction for all elementary school students.	0
PEPA4	Addresses time per week of physical education instruction for all middle school students.	0
PEPA6	Addresses teacher-student ratio for physical education classes.	0
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	0
PEPA8	District provides physical education training for physical education teachers.	1
PEPA9	Addresses physical education waiver requirements for K-12 students (e.g., substituting physical education requirement with other activities).	0
PEPA10	Addresses physical education exemptions for K-12 students.	0
PEPA11	Addresses physical education substitution requirements for K-12 students (e.g., substituting physical education requirement with other activities).	0
PEPA12	District addresses the development of a comprehensive school physical activity program (CSPAP) plan at each school. Click <a href="#">here</a> for information on CSPAP.	2
PEPA13	District addresses active transport for all K-12 students.	0
PEPA14	District addresses before and after school physical activity for all K-12 students.	1
PEPA15	District addresses recess.	1
PEPA16	Addresses physical activity breaks for all K-12 students.	1
PEPA17	Addresses staff involvement in physical activity opportunities at all schools.	1
PEPA18	Addresses family and community engagement in physical activity opportunities at all schools.	0
PEPA19	District provides physical activity training for all teachers.	0
PEPA20	Joint or shared-use agreements for physical activity participation at all schools.	1
Subtotal for Section 4	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 19. Multiply by 100. Do not count an item if the rating is "0."	47
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 19. Multiply by 100.	11

**San Diego County Averages:** Comprehensiveness: 39 Strength: 19 **Highest District Score:** Comprehensiveness: 79 Strength: 47

## **Section 4: Physical Education and Physical Activity**

### **Interpretation**

The comprehensiveness score was affected by missing items in the District's policy. Consider addressing physical education waiver requirements, times per week of physical education, teacher-student ratios, and involvement of physical activity at the staff and community level to strengthen the policy. To reduce loopholes and create stronger enforceable language, consider adding content with strong language regarding the items listed above. For example, PEPA20's score can receive a "2" if the language states that joint-use agreements are required: "All schools will develop joint-use agreements with community partners in order to provide expanded physical activity opportunities for all students and community members."

For more specific examples, please refer to the template policy included in your packet.

## Section 5. Wellness Promotion and Marketing

Rating

WPM1	Encourages staff to model healthy eating/drinking behaviors.	2
WPM2	Addresses staff not modeling unhealthy eating/drinking behaviors.	0
WPM3	Encourages staff to model physical activity behaviors.	1
WPM4	Addresses food not being used as a reward.	1
WPM5	Addresses using physical activity as a reward.	0
WPM6	Addresses physical activity not being used as a punishment.	0
WPM7	Addresses physical activity not being withheld as a punishment.	0
WPM8	Specifies marketing ways to promote healthy food and beverage choices.	0
WPM9	Specifies ways to promote physical activity.	0
WPM10	Specifies that family wellness activities will be planned and will include nutrition and physical activity components.	0
WPM11	On signs, scoreboards, sports equipment.	2
WPM12	In curricula, textbooks, websites used for educational purposes, or other educational materials (both printed and electronic)	2
WPM13	On exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, trash and recycling containers, etc.	2
WPM14	On advertisements in school publications, on school radio stations, in-school television, computer screen savers and/or school-sponsored internet sites, or announcements on the public announcement (PA) system.	2
WPM15	On fundraisers and corporate-sponsored programs that encourage students and their families to sell, purchase or consume products and/or provide funds to schools in exchange for consumer purchases of those products.	0
Subtotal for Section 5	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 15. Multiply by 100. Do not count an item if the rating is "0."	47
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 15. Multiply by 100.	33

**San Diego County Averages:** Comprehensiveness: 49 Strength: 29 **Highest District Scores:** Comprehensiveness: 93 Strength: 67

### Interpretation

Both comprehensiveness and strength in the District's policy scores comparably to the County average. To improve the comprehensiveness score, consider adding language for each of the items that received a score of "0", as well as using directive language such as "will" or "shall" and including specific activities. For example, WPM3's score can be improved by including language that reflect staff modeling physical activity in concrete ways, such as "Teachers model physical activity by participating in exercise breaks during class time with their students," or "Teachers share their positive experiences with physical activity with their students."

## Section 6. Implementation, Evaluation & Communication

Rating

IEC1	Establishes an ongoing district wellness committee.	1
IEC2	District wellness committee has community-wide representation.	1
IEC3	Designates one district level official accountable for ensuring each school is in compliance (ensuring that there is reporting up)	2
IEC4	Designates a leader in each school accountable for ensuring compliance within the school.	2
IEC5	Addresses annual assessment of school wellness policy implementation/progress towards wellness goals.	1
IEC6	Progress report on compliance/implementation is made to the school community (Board of Education, superintendent, principals, staff, students and parents)	1
IEC7	Progress report on compliance/implementation is made available to the public	1
IEC8	Progress report ensures transparency by including: the web address of the wellness policy, a description of each school's activities and progress towards meeting wellness goals, contact details for committee leadership and information on how to join the committee.	0
IEC9	Addresses a plan for updating policy based on best practices.	1
IEC10	Addresses methods for communicating with the public.	2
IEC11	Specifies how district will engage families to provide information and/or solicit input to meet district wellness goals (e.g., through website, e-mail, parent meetings, or events).	1
<b>Subtotal for Section 6</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 11. Multiply by 100. Do not count an item if the rating is "0."	<b>91</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 11. Multiply by 100.	<b>27</b>

**San Diego County Averages:** Comprehensiveness: **60** Strength: **29** **Highest District Scores:** Comprehensiveness: **100** Strength: **73**

### Interpretation

The comprehensiveness score covered almost all WellSAT items in this section. For IEC8, the District may already have means of showing transparency of progress reports but it is not reflected in the policy. To improve the score for this item, consider stating, "The annual progress report will be posted on the district website every September. The report will include a link to the school wellness policy, a progress report for each school in the district that includes a summary of wellness activities and contact information for wellness committee members. The report will include an open invitation for interested parties to join the committee."

The items that scored a "1" could be improved by adding specific activities. For example, the item IEC7 could state how progress reports can be shared: "Progress reports will be shared with the public using the following channels of communication..."