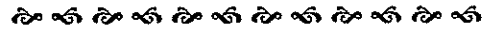


Worksheet 4: Summary of Findings

This document assists local educational agencies (LEAs) with meeting the U.S. Department of Agriculture’s (USDA) triennial assessment requirements for the LSWP. For information on the triennial assessment process, refer to *Guidance for School Wellness Policy Triennial Assessment*. For additional worksheets, visit the “What’s Next” section of the CSDE’s School Wellness Policies webpage.



This worksheet can be used to create narrative descriptions to post alongside sections from **Worksheet 3: Identifying Connections between Policy and Practice**. The purpose of these narratives is to describe the LEA’s progress toward meeting their wellness goals. Not all districts will have information to share in all four sections. Note: in Section 3 and Section 4, the LEA is only required to comment on federally required items but may add information about other wellness topics if desired.

Section 1 (Strong Policies and Aligned Practices). If applicable, write a narrative below to describe your district’s areas of success in meeting its wellness goals.

Nutrition Education (NE):

St. James School provides students with nutrition education throughout the curriculum in various subject areas. Additionally, the cafeteria encourages students to understand the importance of the basic food groups and the benefits of choosing healthy meal options when students partake in the school lunch program.

Standards for USDA Child Nutrition Programs and School Meals (SM):

St. James School utilizes a lunch account system, so no money is exchanged during breakfast or lunch service. This allows all students to receive a meal without any knowledge of who is receiving free or reduced meals. Additionally, no student is ever denied a meal when their account is delinquent. Assistance for students who need financial support with their school meals account is provided by local donors. The St. James School Lunch Program abides by all regulations under the Healthy Hunger-Free Kids Act (HHFKA).

Nutrition Standards for Competitive and Other Food and Beverages (NS):

Snacks sold during the school day abide by USDA Smart Snack nutrition standards. Vending machines are not available on campus. During the school day, food fundraisers do not occur. Teachers encourage families to provide healthy snacks during school celebrations. Food is not given as a reward to students. The installation of a water-bottle filling station encourages students to drink ample amounts of water throughout the school day. Students are encouraged to bring a water bottle to school and utilize the filler station.

Physical Education & Physical Activity (PEPA)

The physical education program follows Diocesan policy which is aligned with the State of Connecticut standards for PE in schools. In addition, all students are provided with a 30-minute recess daily. Students are encouraged to participate fully in PE including a specific PE uniform to

Worksheet 4: Summary of Findings

be worn on the day of their PE class. Student are given physical activity breaks as needed throughout the school day.

Wellness Promotion and Marketing (WPM)

Staff are encouraged to model healthy eating and physical activity behaviors in front of students. Extra recess time or outdoor play is recommended as a reward for students at all grade levels.

Implementation, Evaluation, and Communication (IECH)

St. James' school wellness policy is regularly updated and implemented by the principal and food service director.

Worksheet 4: Summary of Findings

Section 2 (Create Practice Implementation Plans). If applicable, write a narrative below to describe how your district will create practice implementation plans to ensure full compliance with all elements of the LSWP.

Nutrition Education (NE):

Improvements will be made regarding implementation of nutrition education using collaborative methods between teacher and students rather than didactic methods.

Nutrition Standards for Competitive and Other Food and Beverages (NS):

Students attending the extended day program are provided a snack which may or may not meet Smart Snacks standards. Implementation of the Smart Snack standards will take place in the extended day program as in the coming academic year and in the future.

Physical Education & Physical Activity (PEPA)

Families and community members do not participate in physical activity in the school. Ideas will be developed within the parent's group to encourage more participation in the coming academic year and in the future.

Wellness Promotion and Marketing (WPM)

Research and implementation of wellness initiatives for staff will begin in the upcoming school year. There is no marketing of food or beverage on school grounds. When marketing occurs in the future, it will adhere to Smart Snacks criteria.

Implementation, Evaluation, and Communication (IECH)

The wellness committee will market their group to encourage more participation from multiple stakeholders in the school community. During the summer months of 2022, revisions to the school wellness policy will take place and implementation of the updated plan will begin with the start of the 2022-2023 school year.

Section 3 (Update Policies). If applicable, write a narrative below to describe how the district will update its policy to include all federally required items. You may also add plans for additional policy updates if desired.

Worksheet 4: Summary of Findings

Physical Education & Physical Activity (PEPA)

Based upon recommendations made by the wellness committee in collaboration with Diocesan policy, specific times for physical activity breaks outside of recess time will be designated for teachers to utilize at their discretion.

Wellness Promotion and Marketing (WPM)

While teachers do not use physical activity as a punishment, some staff choose to conduct disciplinary consequences during recess time. Specific guidelines will be written into the school wellness policy regarding disciplinary practices during recess time.

Section 4 (Opportunities for Growth). If applicable, write a narrative below to describe how your district will update its policy and practices to include all federally required items. You may also add plans for additional wellness goals if desired.

Worksheet 4: Summary of Findings

Nutrition Education (NE):

Collaboration between food service director/staff and teaching staff will improve to increase nutrition education practices within the school.

Standards for USDA Child Nutrition Programs and School Meals (SM):

Strategies to increase participation in the school lunch program have not been utilized to date. A pamphlet will be developed by the school wellness committee to increase participation in the school lunch program. The school wellness committee will also look at options to source locally grown foods.

Physical Education & Physical Activity (PEPA)

The school wellness committee will identify and offer professional development opportunities for physical education staff.

Wellness Promotion and Marketing (WPM)

Currently, recess time is revoked as a consequence for poor classroom conduct. The school wellness committee will research alternative methods for addressing classroom behavior so as to prevent loss of recess time for students who demonstrate poor classroom conduct. The development of marketing material which includes Smart Snacks will be developed by the school wellness committee over the next three years. This will encourage students to choose healthy snack alternatives when in the school building and when choosing snacks outside of school.

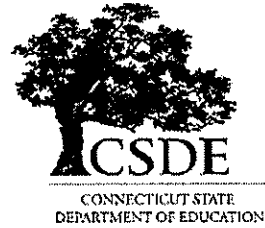
Implementation, Evaluation, and Communication (IECH)

The principal, in conjunction with the pastor and deacon will invite and encourage participation in the school wellness program by varied stakeholders during the summer and fall of 2022. This will allow the committee to once again conduct monthly or quarterly meetings throughout the next three school years.

Worksheet 4: Summary of Findings

For information on the USDA's LSWP requirements, visit the Connecticut State Department of Education's (CSDE) School Wellness Policies website and the Rudd Center's WELLSAT website, or contact the school nutrition programs staff at the Connecticut State Department of Education, School Health, Nutrition and Family Services, 450 Columbus Boulevard, Suite 504, Hartford, CT 06103-1841.

This document is available at https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet_4_Summarizing_Findings.docx.



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1. **mail:** U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:** (833) 256-1665 or (202) 690-7442; or
3. **email:** program.intake@usda.gov

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Your District's Scorecard



















Version: 3.0

Policy Name: St. James Wellness Policy

Sort by comparison outcome

		WellSAT 3.0 Score	WellSAT-I Score	
Strong Policies and Aligned Practices – District has a strong policy and is fully implementing practices that align with the policy				
NE1	Does the school district have specific goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum?	2	2	☆
NE3	Do all elementary school students receive sequential and comprehensive nutrition education?	2	2	☆
NE4	Do all middle school students receive sequential and comprehensive nutrition education?	2	2	☆
NE6	Is nutrition education integrated into other subjects beyond health education? If yes, what are some examples? [Examples include: using nutrition facts labels to learn percentages; using a vegetable garden to learn plant biology.]	2	2	☆
NE8	Does nutrition education address agriculture and the food system?	2	2	☆
SM1	Have there been parts of the Healthy Hunger-Free Kids Act (HHFKA) regulations for breakfast or lunch that have been challenging to implement? If yes, are there features of the district's meal program that are not yet in compliance?	2	2	☆
SM2	Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students? [Examples include: breakfast is only offered on testing days; only offered Monday, Wednesday and Friday; only offered in some schools.]	2	2	☆
SM3	How does your school ensure that children who are receiving free/reduced meals cannot be identified? How confident are you that it is not possible for the students to identify those who qualify for free or reduced lunch?	2	2	☆
SM4	How does the district handle unpaid balances? Follow up questions to determine if student is stigmatized: How are the student and parents notified? Is the student identified in the cafeteria? Is the student refused a meal, given a different meal, or given the regular meal?	2	2	☆
SM5	How are families provided information about eligibility for free/reduced priced meals? (If district provides universal free meals, score 2)	2	2	☆
SM7	How long are the breakfast (if applicable) and lunch periods? Within that time, how much time do students typically have to sit down and eat their meals.	2	2	☆
SM8	Is free (i.e., no cost to students) drinking water available to students during meals (i.e., do not include water for sale). Follow up questions can include: Does the cafeteria have water fountains? Are there a sufficient number of working water fountains? Can students take water back to the table or do they need to drink at the fountain? Do students perceive the water and fountains to be clean and safe?	2	2	☆
SM9	What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards? (see below).	2	2	☆
NS1	Are there any foods that are not part of the school meals (known as competitive foods) that are sold to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2	2	☆

NS2	Do you know where to access the USDA Smart Snacks nutrition standards to check and see if an item can be sold in school during the school day? Can you tell me how you do this?	2	2	☆
NS3	Are there competitive foods/beverages sold a la carte in the cafeteria during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2	2	☆
NS9	How often do food-based celebrations occur during the school day in elementary schools (e.g., birthday parties, holiday parties)? Does the district have nutrition standards (such as Smart Snacks) that regulate what can be served? How are these regulations communicated? How confident are you that the regulations are followed consistently? If food-based celebrations are not permitted, how confident are you that they do not occur?	2	2	☆
NS12	Do teachers use food as a reward in the classroom for good student behavior (e.g., giving out candy for a right answer; having a pizza party when students finish a unit).	2	2	☆
NS13	Do students have consistent and easy access to water throughout the school day? If yes, how? Follow up questions: Are students are permitted to carry water bottles with them throughout the school day? Are there water fountains or free water filling stations throughout the school? Is bottled water is for sale during the school day?	2	2	☆
PEPA1	Does the district have a written physical education curriculum that is implemented consistently for every grade?	2	2	☆
PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	2	2	☆
PEPA3	How does your physical education program promote a physically active lifestyle? [Examples include: follows NASPE standards; focuses on self-assessment through a "Fitnessgram" or "Activitygram"; teaches skills needed for lifelong physical fitness.]	2	2	☆
PEPA4	How many minutes per week of PE does each grade in elementary school receive? Note: NASPE recommends that schools provide 150 minutes of instructional PE for elementary school children per week for the entire school year.	2	2	☆
PEPA5	How many minutes per week of PE does each grade in middle school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.	2	2	☆
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	2	2	☆
PEPA12	Are there opportunities for all students to engage in physical activity before and after school? If yes, please describe. How frequently does this occur?	2	2	☆
PEPA13	Is there daily recess for all grades in elementary school? If no, how many days per week is recess offered, and for which grades? How long is recess when it is offered? Note: Best practices for recess: a) it is at least 20 minutes per day; b) it is supervised by trained teachers or staff encouraging students to be active; and c) students have access to safe and appropriate physical activity equipment.	2	2	☆
WPM1	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students? If yes, how does the school encourage this behavior? [Examples include: Provides staff with opportunities to eat healthfully such as subsidized fruits, vegetables, and water in the cafeteria or lounge; Advises staff not to consume sugary drinks at school; Encourages teachers to be active with students.]	2	2	☆
WPM3	Are teachers encouraged to use physical activity as a reward for students? For example, providing extra recess, taking a walk around the school, or playing an active game in the classroom.	2	2	☆
IEC3	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school? If yes, who are those individuals? How do they ensure compliance?	2	2	☆
IEC6	What is included in the triennial assessment report to the public? Ask to see documentation if available. Note: the requirement is to include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; 2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies; 3. A description of the progress made in attaining the goals of the local school wellness policy.	2	2	☆
Create Practice Implementation Plan – District has a strong or weak policy, but practice implementation is either absent or limited				
NE2	How would you describe the nutrition education you provide? Are didactic methods used to increase student knowledge? Are skills-based, behavior focused, and interactive/participatory methods used to develop student skills?	2	1	
IEC4	How is the wellness policy made available to the public? Is it available online? How often is the public informed where to find the policy?	2	1	
NS10	Are foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming? If yes, does the district have nutrition standards (such as Smart Snacks or CACFP) that regulate what can be served? How are these regulations communicated to the adults running the activities? How confident are you that the regulations are followed consistently?	2	1	
PEPA11	Are there opportunities for families and community members to engage in physical activity at school? If yes, please describe. How frequently does this occur?	2	1	
WPM2	Are there strategies used by the school to support employee wellness? Please describe. Examples: "Health and wellness classes are offered to staff." "School physical activity equipment is available for	2	1	

	use by staff before or after school to support employee wellness." "Free water and healthy snacks are available in the staff break room."			
WPM7	Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?	2	1	
WPM10	Is there food or beverage marketing where food is purchased (e.g., logos on exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, or trash and recycling containers)? If yes, do the marketed items meet Smart Snacks criteria?	2	1	
IEC2	Which groups are represented on the district level wellness committee? (check all that apply). Note an individual can represent more than one role. <ul style="list-style-type: none"> • Parents • Students • School Food Authority representative • PE Teacher • School Health Professional (nurse, social worker, school psychologist) • School Board Member • School Administrator • Community member 	2	1	
IEC5	How does the committee assess implementation of the wellness policy? How often does this assessment occur? [Examples of evaluation tools are: the CDC's School Health Index, the Alliance for a Healthier Generation checklist, local or state policy implementation checklists, or the current interview.]	2	1	
IEC7	Has the wellness policy been revised based on the triennial assessment? If yes, what process did the committee use to decide what to revise?	2	1	
Update Policies – District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy				
PEPA14	Do teachers provide regular physical activity breaks for students in the classroom? If yes, please describe. How frequently do they occur? Do all teachers conduct physical activity breaks with their students?	1	2	
WPM4	Do teachers ever use physical activity as a punishment? [Examples include: telling students to run extra laps or do other physical activities as behavioral consequence.]	1	2	
Opportunities for Growth – District has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way				
NE7	Is nutrition education linked with the school food environment? If yes, what are some examples? [Examples include: teachers and food service staff collaborate in connecting nutrition education with the foods and beverages that are in school.]	1	1	
SM6	Are specific strategies used to increase participation in the school meal programs? If yes, please describe. [Examples include: Smarter Lunchroom strategies; limiting competitive foods; requiring high school students have a scheduled lunch period; taste tests and student input; Grab-and-Go or Breakfast in the Classroom]	1	1	
SM10	Are you familiar with the farm to school program? In your district, is it a priority to procure locally produced foods for school meals and snacks? If yes, what efforts are made to increase local procurement? Are strategies used in the cafeterias to promote them?	1	1	
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	1	1	
WPM5	Do teachers ever withhold physical activity as a classroom management tool? [Examples include: taking away recess, taking away PE, or requiring students to sit in one place for an extended period of time.]	1	1	
WPM6	Are marketing strategies used to promote healthy food and beverage choices in school? If yes, what foods and beverages are promoted, and how is it done? (Examples of promotion include advertisements, better pricing, and more accessible placement of the healthier items).	1	1	
WPM8	Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)? If yes, do the marketed items meet Smart Snacks criteria? If they do not meet Smart Snacks criteria, will this change when there is a renewal of the sponsorship agreement?	1	1	
WPM9	Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)? If yes, do the marketed items meet Smart Snacks criteria?	1	1	
IEC1	Is there an active district level wellness committee? Note: This may also be called a health advisory committee or other similar name. If yes, how frequently does the committee meet?	1	1	
IEC8	Is there an active school level wellness committee? (Note: This may also be called a school health team, school health advisory committee, or similar name) If yes, how frequently does the committee meet?	1	1	
Section 1. Nutrition Education				
NE5	Do all high school students receive sequential and comprehensive nutrition education?	NA	NA	
Section 3. Nutrition Standards for Competitive and Other Foods and Beverages				

NS4	Are there food or beverage vending machines on school property accessible to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (Optional follow up questions - Who receives the money from the vending machines? Who is responsible for ensuring all items in the vending machines meet Smart Snacks regulations?)	NA	NA	
NS5	Are there food or beverages sold in school stores during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (Optional follow up questions - Who receives the money from the school stores? Who is responsible for ensuring all items in the school stores meet Smart Snacks regulations?)	NA	NA	
NS6	Are there food or beverage fundraisers that sell items to be consumed during the school day? If yes, who is in charge of approving in-school fundraising activities? How confident are you that the people conducting fundraisers understand Smart Snacks nutrition standards? How confident are you that items sold in fundraisers meet Smart Snacks standards? (Note: Some states have passed regulation permitting exemptions from the federal law prohibiting non-Smart Snack fundraisers during the school day – this is addressed in the next question).	2	NA	
NS7	(Before asking this question look up the state policy on fundraiser exemptions at the bottom of this page: https://www.ihrp.uic.edu/content/research-products-national-wellness-policy-study . If 0 exemptions, item is n/a). Your state [fill in] has adopted an exemption policy that allows for [fill in] school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks. Are you familiar with this state law?	NA	NA	
NS8	Are foods or beverages containing caffeine sold at the high school level?	NA	NA	
NS11	Addresses nutrition standards for all foods and beverages sold (not served) to students after the school day, including before/after care on school grounds, clubs, and after school programming	NA	NA	
Section 4. Physical Education and Physical Activity				
PEPA6	How many minutes per week of PE does each grade in high school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.	NA	NA	
PEPA9	A PE exemption is when students are permitted to not take PE because of enrollment in other courses such as math, science or vocational training. This does not include exemptions due to disability, religious or medical reasons. What percentage of students do you estimate do not take PE each year due to exemptions?	NA	NA	
PEPA10	A PE substitution is when students are permitted to not take PE because they are engaged in another physical activity such as JORTC or other school sports. What percentage of students do you estimate do not take PE each year due to substitutions?	NA	NA	
PEPA15	When school is not in session, do community members use indoor and outdoor school building and grounds facilities? Does the district have a "joint-use" or "shared-use" agreements? (Note if answer is yes or no).	NA	2	
PEPA16	What proportion of students walk or bike to school? How frequently do they do that?	NA	NA	
Section 5. Wellness Promotion and Marketing				
WPM11	Is there food or beverage marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored internet sites, and announcements on the public announcement (PA) system)? If yes, do the marketed items meet Smart Snacks criteria?	NA	NA	
WPM12	Is there food or beverage marketing through fundraisers and corporate-incentive programs? Examples include: fundraising programs encourage students and their families to sell, purchase, or consume products, and corporate incentive programs provide funds to schools in exchange for proof of purchase of company products, such as Box Tops for Education. If the school participates in food or beverage fundraisers, do they occur on or off campus, and during or outside the school day? Do all products for sale meet Smart Snacks criteria?	NA	NA	



Strong Policies and Aligned Practices – District has a strong policy and is fully implementing practices that align with the policy



Create Practice Implementation Plan – District has a strong or weak policy, but practice implementation is either absent or limited



Update Policies – District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy



Opportunities for Growth – District has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way

- NE** Nutrition Education
- SM** Standards for USDA Child Nutrition Programs and School Meals
- NS** Nutrition Standards for Competitive and Other Foods and Beverages
- PEPA** Physical Education and Physical Activity
- WPM** Wellness Promotion and Marketing
- IEC** Implementation, Evaluation & Communication

Thank you for completing the WellsAT!

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