

**Bridging the Gap (BTG) Program**  
**SCHOOL DISTRICT WELLNESS POLICY CODING TOOL, v. 1**  
**(For Use with Coding SY 06-07 and SY 07-08 policies)**

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In 2006, all school districts participating in the National School Lunch Program and other Child Nutrition Programs, including the School Breakfast Program and the Milk Program, were required to develop a written wellness policy. The original version of this coding system was designed by a group of researchers funded by the Robert Wood Johnson Foundation Healthy Eating Research Program to evaluate these policies. This instrument was designed to be a common and reliable method for evaluating the comprehensiveness and strength of wellness policies within and across states.

**UIC Notes:**

An original version of this tool was developed by the Robert Wood Johnson Foundation Healthy Eating Research Program, Working Group 1. The working group was chaired by Marlene Schwartz (Yale Rudd Center) and included Anne Lund and Mollie Greves (Washington), Elaine McDonnell and Claudia Probart (Pennsylvania), and Anne Samuelson and Leslie Lytle (Minnesota).

For a description of the development and reliability analyses of the original tool developed by the HER working group, please see:

Schwartz M, Lund A, Grow H, et al. "A Comprehensive Coding System to Measure the Quality of School Wellness Policies." *Journal of the American Dietetic Association*, 109(7): 1256-1262, July 2009.

This tool has been adapted to incorporate decision rules being employed by UIC under the BTG program. New variables have been added, additional decision rules and a Coding Appendix are incorporated, and, in some instances, alternative coding is identified. Note that all items labeled NG in the UIC scheme corresponds to identically numbered items in the HER scheme that start with NS [with the exception of items ending with a lower-case letter (e.g., US15a, NG23b) which are unique to UIC].

For additional information on the UIC coding adaptations or for a copy of a grade-specific coding sheet, please contact Jamie Chriqui at [jchriqui@uic.edu](mailto:jchriqui@uic.edu) or 312-996-6410

## UIC Notes/Guidance

1. Also refer to specific coding examples/scenarios and the UIC decision rules included in the Appendix in conjunction with this coding tool.
2. BTG are conducting grade level-specific coding; as such, separate codes are created for each variable for each grade level (ES, MS, HS). Use the UIC-created grade-level score sheet to accompany this tool.
  - a. If the **grade-level distinctions are not clear in the policy**, check the district's web site to confirm the ES/MS/HS grades, as appropriate.
3. In cases where **similar policies are coded for districts within or across states**, review the policies and final coding across districts to ensure coding consistency before completing the consensus coding process and prior to submitting the coding for data entry.
4. If multiple districts within the same state all rely on the same **model policy**, code the model first and then apply the coding as appropriate across districts.
  - a. For policies with **CSPI and NANA model**-like provisions, review the CSPI and NANA master coding and code appropriately.
    - i. **Note on CSPI coding:** You will often find nuances and variations in the district policy language so you will need to review the language in the policy and the CSPI model to capture coding nuances accordingly.
    - ii. See also the CSPI and NANA model guidance in the attached Appendix.
5. If there are multiple policies from the same district with differing provisions, give credit for the weaker language.

## Coding

Scoring of wellness policies is based on the coding of seven sections, containing a total of 100 primary policy items and 6 sub-items. The sections include:

- Section 1: Nutrition Education (page 5)
- Section 2: Standards for USDA Child Nutrition Programs and School Meals (page 8)
- Section 3: Nutrition Standards for Competitive and Other Foods and Beverages (page 13)
- Section 4: Physical Education (page 30)
- Section 5: Physical Activity (page 37)
- Section 6: Staff PA/Wellness/Modeling (page 41)
- Section 7: Stakeholder Involvement/Feedback (page 42)
- Section 8: Messaging, Marketing, & Promotion (page 45)
- Section 9: Evaluation (page 47)

Each policy item is coded as “0,” “1,” or “2,” unless otherwise noted, using the definitions below. This coding manual lists each item followed by an explanation of the item and examples of “1” and “2” statements.

| Code     |                                       | Explanation  |
|----------|---------------------------------------|--|
| <b>0</b> | <b>= Not Mentioned</b>                | The item is not included in the text of the policy.  |
| <b>1</b> | <b>= Weak Statement</b>               | <p>Code an item as a “1” when the item is mentioned, <i>but</i></p> <ul style="list-style-type: none"> <li>• the policy will be hard to enforce because the statement is <i>vague, unclear, or confusing</i></li> <li>• statements are listed as <i>goals, aspirations, suggestions, or recommendations</i></li> <li>• there are <i>loopholes</i> in the policy that weaken enforcement of the item</li> <li>• the policy mentions a <i>future plan to act</i> without specifying when the plan will be established.</li> </ul> <p>Words often used include: <b><i>may, can, could, should, might, encourage, suggest, urge, some, partial, make an effort, and try.</i></b></p> <p>An exception to this would be if the district is unable to enforce action on the item, such as teachers role modeling healthy behaviors (in this case the item would be coded as a “2”).</p> |
| <b>2</b> | <b>= Meets / Exceeds Expectations</b> | <p>Code an item as a “2” when the item is mentioned, and it is clear that the policy makers are committed to making the item happen because</p> <ul style="list-style-type: none"> <li>• the item is described using specific language (e.g., a concept followed by concrete plans or strategies for implementation) and</li> <li>• strong language is used to indicate that action or regulation is required, including: <b><i>shall, will, must, have to, insist, require, all, total, comply and enforce.</i></b></li> </ul>  |

**Coding hint** One method for deciding between a “1” and a “2” is to consider the scenario of a parent approaching a school district’s board of education to discuss something happening in a school. If the policy is written such that it is not clear exactly how the school should behave regarding the issue at hand, code the item as a “1.” If the policy is written such that the parent and board of education will have no trouble deciding if the school is or is not compliant with the policy, code the item as a “2.”

**State law** may regulate items in this coding tool. State law supersedes the authority of local wellness policies. Depending on how your study is structured, you may want to code according to the strength of state law when it exceeds standards in a policy or when it mentions items not included in a policy. For example, if state law prohibits soda in schools, but the policy does not, you might consider coding as if the policy explicitly prohibits soda.

**The federal wellness policy requirements** are incorporated into the beginning of each section, as appropriate, and are labeled “Federal Wellness.” The language for these items is taken from these federal requirements (Public Law 108-265, The Child Nutrition and WIC Reauthorization Act of 2004).

## Scoring

Policies are scored to determine Comprehensiveness and Strength. Comprehensiveness reflects the proportion of item topics that are simply mentioned. Strength reflects the proportion of items that are addressed with *specific* and *directive* language.

| Score                                     | Explanation   |
|---|---|
| <b>Comprehensiveness Score by section</b> | Comprehensiveness is calculated by counting the number of primary items in each section coded as “1” or “2,” dividing this number by the number of primary policy items in the section, and multiplying this number by 100. |
| <b>Strength Score by section</b>          | Strength is calculated by counting the number of primary items in each section coded as “2,” dividing this number by the number of policy items in the section, and multiplying this number by 100.                         |
| <b>Total Comprehensiveness</b>            | Total comprehensiveness is calculated by summing the section comprehensiveness scores, dividing this number by the total number of sections (9), and multiplying this number by 100.  |
| <b>Total Strength</b>                     | Total strength is calculated by summing the section strength scores, dividing this number by the total number of sections (9), and multiplying this number by 100.  |

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

| Section 1. Nutrition Education                        |  | Code |
|---|--|------|
| NE1   | Includes goals for nutrition education that are designed to promote student wellness in a manner that the local education agency determines is appropriate ( <i>Federal Requirement</i> )  | 2    |
| NE2   | Nutrition curriculum provided for each grade level   | 0    |
| NE3   | Coordinates nutrition education with the larger school community   | 2    |
| NE4   | Nutrition education extends beyond the school environment  | 1    |
| NE5   | District provides nutrition education training for all teachers  | 0    |
| NE6   | Nutrition education is integrated into other subjects beyond health education  | 1    |
| NE7   | Nutrition education teaches skills that are behavior focused and/or interactive and/or participatory   | 2    |
| NE8   | Specifies number of nutrition education courses or contact hours   | 0    |
| NE9   | Nutrition education quality is addressed   | 2    |
| <b>Subtotal for Section 1<br/>Nutrition Education</b> | <p><b>Comprehensiveness Score</b><br/>Count the number of primary items coded as “1” or “2” and divide this number by 9. Multiply by 100. Do not count an item if the rating is “0.”</p> <p><b>Strength Score</b><br/>Count the number of primary items coded as “2” and divide this number by 9. Multiply by 100.</p> | 67   |
|   |  | 44   |

**Comprehensiveness Score** = There are two items coded as “1” and four items coded as “2,” for a total of 6 items. Six divided by 9 equals 0.67, multiplied by 100 for a score of 67.

**Strength Score** = There are four items coded as “2.” Four divided by 9 equals 0.44, multiplied by 100 for a score of 44.

## Section 1. Nutrition Education (Note: See Appendix for additional NE-related guidance)

| #   | Item   | Coding Guidance  |
|---|--|--|
| NE1+  | Federal Wellness: Includes goals for nutrition education that are designed to promote student wellness in a manner that the local education agency determines is appropriate | 0 <ul style="list-style-type: none"> <li>• Either of the following:               <ul style="list-style-type: none"> <li>• No goals for nutrition education are mentioned</li> <li>• Policy clearly detracts from requirement</li> </ul> </li> </ul>   |
|   |  | 1 <ul style="list-style-type: none"> <li>• Any of the following:               <ul style="list-style-type: none"> <li>• Nutrition education goal is implied</li> <li>• Policy <u>only</u> repeats the language of the federal wellness requirement regarding nutrition education</li> <li>• Policy only mentions “total learning environment” language coded for NE3=1 and no other NE-related language included.</li> </ul> </li> <li>Examples:               <ul style="list-style-type: none"> <li>• “The district is committed to nutrition education.”</li> <li>• “Includes goals for nutrition education...designed to promote student wellness in a manner that the local educational agency determines is appropriate,” (and no other NE goals are stated).</li> </ul> </li> </ul>   |
|   |  | 2 <ul style="list-style-type: none"> <li>• Any nutrition education goal statement is mentioned</li> <li>Example: “Schools should provide nutrition education and engage in nutrition promotion.”</li> </ul>  |
| NE2+  | Nutrition <u>curriculum</u> provided for each <u>grade level</u>   | UIC NOTE: Health education curriculum should only be coded for this item if there is some reference to nutrition or healthy eating being a component of the curriculum/lessons/topics, etc. A wellness curriculum that does not mention nutrition/healthy eating does not count.   |
|   |  | 0 <ul style="list-style-type: none"> <li>• Any of the following:               <ul style="list-style-type: none"> <li>• Not mentioned.</li> <li>• Integrating nutrition education into other subjects beyond health education does not qualify for a “1” or “2” for NE2.</li> <li>• Solely incorporating NE consistent with the state Dept of Ed. standards.</li> <li>• Mentions “standards-based NE” without mentioning curriculum/program</li> <li>• Addresses a “wellness curriculum” or health education curriculum without including nutrition/healthy eating as part of the curriculum components.</li> </ul> </li> </ul>  |
|   |  | 1 <ul style="list-style-type: none"> <li>• Any of the following:               <ul style="list-style-type: none"> <li>• Describes general <u>health</u> curriculum for “K-12” or “all levels,” and/or it is unclear if each grade will receive <u>nutrition</u> education</li> <li>• Addresses NE quality or number of courses/hours but not clear that each grade will receive NE.</li> <li>• Standards-based NE curriculum</li> <li>• Addresses “sequential NE” without mentioning curriculum or grade levels</li> <li>• Addresses “sequential-based NE curriculum” without mentioning grade levels</li> </ul> </li> <li>Examples:               <ul style="list-style-type: none"> <li>• “Enable students, through a comprehensive curriculum, to acquire the knowledge and skills necessary to make healthy food choices for a lifetime.” (Not clear that NE is actually taught at each grade level.)</li> <li>• “Nutrition and physical activities lessons will be designed for integration into the curriculum and the health education program.”</li> </ul> </li> </ul> |
| 2 <ul style="list-style-type: none"> <li>• Clear that district has a <u>nutrition</u> education curriculum in each grade</li> <li>Example: “Nutrition topics shall be integrated within the comprehensive health education curriculum taught at every grade level (K-12).”</li> </ul> |  |  |
| NE3   | Coordinates nutrition education with the <u>larger school community</u>  | 0 <ul style="list-style-type: none"> <li>• Any of the following:               <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Mentions “total learning environment” or something along those lines without addressing nutrition in the same context.</li> <li>• Mentions “total learning environment” with regard to lifelong wellness practices but does not mention nutrition.</li> </ul> </li> </ul>   |
|   |  | 1 <ul style="list-style-type: none"> <li>• Vague and/or suggested</li> <li>Examples:               <ul style="list-style-type: none"> <li>• “The entire school environment, not just the classroom, shall be <u>aligned</u> with healthy school goals to positively influence a student’s understanding, beliefs, and habits as they relate to good nutrition and regular physical activity.”</li> <li>• “The food service staff will coordinate the promotion of nutrition messages in the cafeteria, the classroom, and other appropriate settings”</li> <li>• “Schools will... establish linkages between nutrition (health) education and school meal programs, and related community services”</li> <li>• “The NE program shall include enjoyable interactive activities such as contests, taste testing, field trips, and school gardens.”</li> </ul> </li> </ul>  |
|   |  | 2 <ul style="list-style-type: none"> <li>• Requires specific strategies</li> <li>Examples:               <ul style="list-style-type: none"> <li>• “The nutrition education program shall work with the school meal program through school gardens and by having the cafeteria serve as a learning lab.”</li> <li>• NE will be conducted in the cafeteria through posters, campaigns, etc.</li> </ul> </li> </ul>   |

## Section 1. Nutrition Education (*continued*)

|       |   |   |  |
|-------|---|---|--|
| NE4   | Nutrition education extends <u>beyond the school environment</u>  | 0 | Not mentioned  |
|       |   | 1 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>Vague and/or suggested</li> <li>Contains a required but vague statement about the community or families being involved in nutrition education</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>"To the extent possible, families and community organizations are involved in nutrition education."</li> <li>"Schools will...establish linkages between nutrition (health) education and school meal programs, and related community services"</li> <li>"Educational nutrition information will be shared with families and the general public to positively influence health of students and community members."</li> <li>"The NE program shall include enjoyable interactive activities such as contests, taste testing, <u>field trips</u>, and school gardens."</li> </ul> |
|       |   | 2 | <p>Requires specific strategies: Team Nutrition schools, student community nutrition projects, opportunities for students to volunteer in nutrition, homework students can do with families (reading/interpreting nutrition facts labels or preparing healthy recipes), etc.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>"Families are invited to attend student nutrition project exhibitions."</li> <li>"School staff will cooperate with other agencies/community groups to provide opportunities for student projects related to nutrition."</li> </ul>   |
| NE5   | District provides <u>nutrition education training for teachers</u>  | 0 | Not mentioned. Training on school wellness policy does not qualify for a "1" or "2."   |
|       |   | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Type of training is vague (even if required)</li> <li>Provision of training is suggested</li> <li>Specifies only health/nutrition education teachers will receive training</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>"In service training for health education teachers is encouraged."</li> <li>"Training opportunities for staff in the area of food nutrition is encouraged." (Count this as long as not in the food service section of the policy. This variable is for teachers/NE teachers; not food service staff.)</li> </ul>   |
|       |   | 2 | <p><b>All of the following:</b></p> <ul style="list-style-type: none"> <li>Provision of training is specific to nutrition education and required</li> <li>Policy implies that a broad set of teachers will receive training (not only health education teachers)</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>"Professional development training will be offered in the area of nutrition education for all interested faculty and staff." (<b>NOTE:</b> This is different than the coding for US20=1 because the goal in US20 is that all food service staff will have professional development whereas NE5 seeks to ensure that all staff will be provided the opportunity for professional development.)</li> </ul>  |
| NE6+* | Nutrition education is <u>integrated</u> into <u>other subjects</u> beyond health education<br><br>*See Coding Appendix for additional clarification. | 0 | Not mentioned  |
|       |   | 1 | <p>Vague and/or suggested</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>"...will encourage teachers to integrate nutrition education into the broader curriculum."</li> <li>"Staff shall teach, encourage, and support healthy eating by students through providing NE and engaging in nutrition promotion for all grade levels throughout the school day in a number of different instructional settings. Instruction shall be integrated and include information about nutrition, exercise, and/or healthy choices that:...."</li> <li>Instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate."</li> </ul>  |
|       |   | 2 | <p>Requires that nutrition education be integrated into other subjects</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>"Nutrition education will be integrated into mathematics classes."</li> <li>"Nutrition education will be integrated into the broader curriculum, where appropriate."</li> <li>"The wellness committee is responsible for overseeing policy implementation in the following areas... integration of nutrition into overall curriculum."</li> </ul>  |

## Section 1. Nutrition Education (*continued*)

|      |  |   |   |
|------|--|---|---|
| NE7+ | Nutrition education teaches <u>skills</u> that are behavior-focused, interactive, and/or participatory | 0 | Not mentioned   |
|      |  | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Skill-based nutrition education is suggested</li> <li>• Specific skills are mentioned, but none are required</li> <li>• Skill-based nutrition education is suggested outside of the NE section of the policy</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “All students shall possess the knowledge and skills necessary to make nutritious and enjoyable food choices.” (This language was included in a policy with a weak NE section; this language fell under “other school based activities.”)</li> <li>• “Schools will provide NE to foster lifelong habits of healthy eating.” (Key here is “habits”—we equated lifelong habits similar to skills)</li> <li>• “Students will receive NE that fosters the adoption and maintenance of healthy eating behaviors.”</li> </ul> |
|      |  | 2 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Skill-based nutrition education is required</li> <li>• Specific skills or activities are identified and required (e.g., media awareness or understanding calorie balance, energy expenditure, and nutrition facts labels)</li> </ul> <p><b>Example:</b> “Nutrition education will provide the knowledge and skills necessary to promote student health.”</p>  |
| NE8  | Specifies <u>number</u> of nutrition education <u>courses</u> or <u>contact hours</u>                  | 0 | Not mentioned   |
|      |  | 1 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Amount of nutrition education is vague and/or suggested</li> <li>• NE is included in HE, but it is unclear how many credits/hours are for NE</li> </ul> <p><b>Example:</b> “An appropriate number of class hours should be designated for nutrition education.”</p>   |
|      |  | 2 | <p>Number of hours or courses are specified and required</p> <p><b>Example:</b> “...<u>will</u> ensure that four hours of class time will be designated for nutrition education every month.”</p>   |
| NE9  | Nutrition education <u>quality</u> is addressed  | 0 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Only requires that NE be consistent with state and federal standards.</li> <li>• Integrating NE consistent with state curriculum standards.</li> </ul>  |
|      |  | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Vague and/or suggested</li> <li>• Specifies “comprehensive” without mentioning standards or benchmarks.</li> <li>• NE is aligned with State DOE Health Education Standards, Frameworks, or Benchmarks (but the State HE Standards are not specific to nutrition education)</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “...should provide high quality nutrition education.”</li> <li>• “Enable students, through a comprehensive curriculum, to acquire the knowledge and skills necessary to make healthy food choices for a lifetime.”</li> <li>• “The curriculum frameworks of the state Department of Education will serve as primary guidance concerning the NE topics.”</li> </ul>  |
|      |  | 2 | <p>Nutrition education curriculum is aligned with academic standards or benchmarks, comprehensive in scope and sequence. Possible wording: [“ongoing,” “sequential,” “systematic,” and/or “standards-based.”]</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Standards-based NE must be provided</li> <li>• NE must be sequential...</li> <li>• A “standards-based or sequential NE curriculum...”</li> <li>• “The district’s NE program shall be based on research, consistent with the expectations established in the state’s curriculum frameworks and content standard.”</li> </ul>  |

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

**Note:** This section relates to U.S. Department of Agriculture (USDA) school meals and NOT regulations for competitive foods. If the policy specifies regulations for “all foods” at school, and it is not clear whether the statement applies to either meals or competitive foods, apply those regulations to both this section (Standards for USDA Child Nutrition Programs and School Meals) and section 3 (Nutrition Standards for Competitive and Other Foods and Beverages).

|       |   |   |  |
|-------|---|---|--|
| US10+ | <p><u>Federal Wellness</u>: Assures that guidelines for reimbursable school meals shall not be less restrictive than USDA school meal regulations</p> | 0 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>No mention of district meeting federal/USDA school meal regulations/standards</li> <li>Guidelines clearly detract from federal/USDA school meal regulations/standards</li> <li>Just requires meal programs to meet the 2005 Dietary Guidelines</li> </ul>   |
|       |   | 1 | <p>Policy states that district “should” or “strives” to meet federal/USDA school meal regulations/standards</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>“Nutritional standards for the school breakfast and lunch program are established that typically exceed state and federal standards”</li> </ul>   |
|       |   | 2 | <p>Policy requires or assures that the district meet federal/USDA school meal regulations/standards</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>“The district shall provide school breakfasts and lunches that meet the nutritional standards required by the USDA School Breakfast and National School Lunch Programs.”</li> <li>“The district provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than USDA meal regulations and guidance.”</li> <li>“The Food Service Program shall provide healthy food choices for students...Meals shall meet or exceed federal nutrition standards.”</li> <li>“...the district will ensure that reimbursable school meals meet the federal program requirements.”</li> <li>“All food sold or served will comply with USDA guidelines.”</li> <li>Policy states that the district regulation/procedure “SHOULD” provide an assurance that guidelines for reimbursable meals shall not be less restrictive than the USDA regulations and guidance; <i>however</i>, the regulation goes on to state that “All food made available in the federal program to students during the school day by the Office of Food Services will comply with or exceed the current federal and state requirements.” [The combination of the two statements—policy and then regulation—should be treated as a requirement]</li> </ul> |
| US11+ | <p>Addresses access to and/or promotion of the <u>School Breakfast Program (USDA)</u></p>   | 0 | Not mentioned.   |
|       |   | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Promotes a breakfast program without specifying the “School Breakfast Program” (USDA) or CFR Part 220</li> <li>Encourages or suggests participation in the School Breakfast Program</li> <li>Notifies parents of the availability of the School Breakfast Program.</li> <li>Encourages students to start each day with a healthy breakfast.</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>“The district shall make every effort to offer school breakfast.”</li> <li>“The Food Service Program shall provide healthy food choices for students. Breakfast and lunch meals shall meet or exceed federal nutrition standards.”</li> </ul>   |
|       |   | 2 | <p>Includes language to institutionalize the School Breakfast Program (i.e., specific reference to School Breakfast Program or CFR Part 220)</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>“All schools will provide breakfast through the USDA School Breakfast Program.”</li> <li>“Food services include breakfast and lunches in all schools through participation in the National Child Nutrition Programs.”</li> <li>“All school breakfasts comply with USDA regulations”</li> </ul>   |
| US12  | <p>Addresses access to and/or promotion of the <u>Summer Food Service Program</u></p>   | 0 | Not mentioned  |
|       |   | 1 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>Promotes a summer food program without specifying the “Summer Food Service Program” (USDA) or CFR Part 225</li> <li>Encourages or suggests participation in the Summer Food Program</li> </ul>   |
|       |   | 2 | <p>Includes language to institutionalize the Summer Food Service Program (i.e., specific reference to Summer Food Service Program or CFR Part 225)</p>   |



## Section 2. Standards for USDA Child Nutrition Programs and School Meals *(continued)*

|       |   |  |   |
|-------|---|--|---|
| US13+ | Addresses <u>nutrition standards</u> for school meals <u>beyond USDA</u> (National School Lunch Program / School Breakfast Program) minimum standards | <p><b>Note: U.S. Department of Health and Human Services (HHS) and U.S. Department of Agriculture (USDA) 2005 Dietary Guidelines for Americans exceed the minimum standards for the USDA school meal programs.</b></p> |   |
|       |   | 0  | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned.</li> <li>• Unless defined, ambiguous references to federal or USDA standards/guidelines/requirements (e.g., “federal nutrition standards,” “USDA standards,” or “USDA guidelines”) do not qualify for “1” or “2” because it is not clear that these standards refer to anything other than the minimum legal requirements for USDA school meals programs.</li> <li>• “Striving to meet” or “should meet” the 2005 Dietary Guidelines does not qualify for a 1 or 2.</li> <li>• Exploring increased use of whole grains or exploring including salads, yogurts and other healthy foods to the meal menu.</li> </ul>  |
|       |   | 1  | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Vague and/or suggested</li> <li>• Specifies <u>2005 Dietary Guidelines for Americans</u> and no other standards. To receive a “1” for specifying the Dietary Guidelines for Americans, a policy must at least state that it will meet the “Dietary Guidelines.”</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “...encourage the consumption and choice of nutrient dense food, such as whole grains, fruits, and vegetables.”</li> <li>• “...all meals will follow the food guide system developed by USDA”</li> <li>• “...all foods sold/served on campus will meet the USDA 2005 Dietary Guidelines” (and no other mention about school meal programs in the policy that would alter the coding for this item)</li> <li>• “School meals promote fresh fruits, vegetables, whole grains, and low-fat items”</li> </ul> |
|       |   | 2  | School meals are required to meet specific standards (e.g., 4 fruits and/or non-fried vegetables per day; only 1% and fat-free milk served; at least half of grains are whole grain; eliminates trans fats)   |
| US14  | Specifies use of <u>low-fat versions</u> of foods and/or <u>low-fat methods</u> for preparing foods   | 0  | Not mentioned. Low-fat food mandated by law does not qualify for “1” or “2.”  |
|       |   | 1  | <p>Vague and/or suggested</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “Cooking methods to reduce fat in school meals shall be used whenever possible.”</li> <li>• “Healthy food preparation for meals...”</li> <li>• “School meals promote fresh fruits, vegetables, and low fat items”</li> </ul>   |
|       |   | 2  | <p>Specific and required</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “All cooked foods offered as part of a meal will be baked or steamed.”</li> <li>• “Purchasing programs and preparation methods will be used to decrease fat, calorie, and sodium levels in food.”</li> <li>• “No deep fried foods shall be offered as part of school meals.”</li> </ul>   |

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

|       |  |   |  |
|-------|--|---|--|
| US15* | <p>Specifies <u>strategies to increase participation</u> in school meal programs</p> <p>“School meal programs” can be assumed to refer to breakfast and/or lunch</p> <p>*See also decision rule table.</p> | 0 | <p>Not mentioned or weak statement. Notifying parents of eligibility requirements for free/reduced price meals is a federal requirement and does not qualify for “1” or “2.”</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “Schools will provide meals that are culturally/ethnically diverse.”</li> <li>• “Child Nutrition Services will collaborate with elementary school buildings to encourage the consumption of food and beverages including opportunities for taste-testing among students” (under NE in policy, taste testing is used as a teaching tool and not for menu development).</li> </ul>   |
|       |  | 1 | <p>Mentions vague and/or suggested strategies</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “School meals shall be <u>made attractive</u> to students by appealing to their taste preferences.”</li> <li>• “Meals shall be appealing...”</li> <li>• “...bus schedules should be arranged to facilitate participation in the school breakfast program.”</li> <li>• “The district has a closed campus policy unless the Principal provides permission for students to leave during the lunch period.”</li> <li>• “To the extent possible, school and transportation schedules shall be designed to encourage participation in school meal programs.”</li> </ul> |
|       |  | 2 | <p>Requires specific strategies such as promotional mailings or events, alternative breakfast systems, altered bus schedules, closed campus, student input on the menu, or “Grab and Go” or “Fun on the Run” promotions</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “Students will have the opportunity to provide input on local, cultural, and ethnic favorites.”</li> <li>• “...shall provide periodic food promotions to encourage taste testing of healthy new foods being introduced on the menu.”</li> <li>• “Morning bus routes will be scheduled to allow students to arrive at school in time to eat breakfast.”</li> </ul>                       |
| US15a | <p><u>Closed campus</u></p>  | 0 | Not mentioned  |
|       |  | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Mentions vague and/or suggested strategies</li> <li>• Suggests that students are not allowed to leave campus for lunch/encourages schools to have a closed campus OR closed campus is a goal</li> </ul> <p><b>Example:</b> “The district has a closed campus policy, unless the Principal provides permission for students to leave during the lunch period”</p>  |
|       |  | 2 | <p>Required</p> <p><b>Example:</b> “Students are prohibited from leaving campus for lunch.”</p>  |
| US16* | <p><u>Optimizes scheduling of meals</u> to improve student nutrition</p> <p>*See also decision rule table</p>  | 0 | <p><b>Either of the following</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Meal times scheduled according to state/federal regulations. (Code according to state law in this instance.)</li> </ul>  |
|       |  | 1 | <p>Vague and/or suggested</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Non-specific reference to “appropriate times.”</li> <li>• “...making <u>every effort</u> to have recess before lunch in cases where they are back to back.”</li> <li>• “Lunch should be scheduled during appropriate hours.”</li> <li>• “A short recess may be scheduled sometime before lunch so that the children will come to lunch less distracted and ready to eat.”</li> <li>• “The schools shall schedule mealtimes so there is minimum disruption by bus schedules, recess, and other special programs or events.”</li> </ul>   |
|       |  | 2 | <p>Requires specific strategies, such as lunch between 11:00 a.m.-1:00 p.m., lunch to follow recess, or no events during meals unless students may eat</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “Recess will be scheduled before lunch.”</li> <li>• “No events shall be held during lunch period unless students may eat during the event.”</li> <li>• “Tutoring sessions may not be held during lunch unless students may eat their lunch during the session.”</li> </ul>   |

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

|       |   | If no standards are mentioned, code according to state law  |
|-------|---|---|
| US17+ | Ensures <u>adequate time to eat</u>   | 0 Not mentioned   |
|       |   | 1 Vague and/or suggested<br><b>Examples:</b> <ul style="list-style-type: none"> <li>“Schools are encouraged to permit all full-day students a daily lunch period of not less than 20 minutes.”</li> <li>“Personnel will schedule enough time so students do not have to spend too much time waiting in line.”</li> <li>“The school district will provide students with a minimum of 20 minutes to eat their meals.” (this gets a coding of 1, because it is not clear whether “meals” includes lunch only or breakfast and lunch).</li> </ul>   |
|       |   | 2 Requires meal periods to include ≥20 minutes for lunch and, if time for breakfast is mentioned, ≥10 minutes for breakfast<br><b>Examples:</b> <ul style="list-style-type: none"> <li>“After obtaining food, students will have at least 20 minutes to eat lunch.”</li> <li>“Students will be provided adequate time (minimum of 20 minutes) to eat lunch.”</li> </ul>   |
| US18  | Addresses <u>access to hand-washing</u> before meals                              | 0 Not mentioned   |
|       |   | 1 Vague and/or suggested<br><b>Example:</b> “School personnel will <u>encourage</u> all students in developing the healthy practice of washing hands before eating.”  |
|       |   | 2 Ensures assistance with hand washing or access to proper facility<br><b>Examples:</b> <ul style="list-style-type: none"> <li>“School personnel will assist all students in developing the healthy practice of washing hands before eating.”</li> <li>“Students shall have convenient access to hand-washing facilities.”</li> </ul>   |
| US19  | Requires <u>nutrition qualifications</u> of food service staff                    | 0 Not mentioned   |
|       |   | 1 Qualifications are suggested  |
|       |   | 2 Qualifications are required<br><b>Examples:</b> <ul style="list-style-type: none"> <li>“...shall be directed by a qualified nutrition professional.”</li> <li>“...shall ensure that the Food Service Manager has <u>appropriate degree and certification</u>.”</li> <li>“Food service staff that is properly qualified according to <u>current professional standards</u> will administer the Child Nutrition Programs.”</li> <li>“Food service employees responsible for food preparation will have cook manager certification.”</li> <li>“Food service staff will be properly trained and qualified.”</li> </ul>  |
| US20  | Ensures <u>training or professional development</u> for <u>food service staff</u> | 0 Not mentioned   |
|       |   | 1 <b>Any of the following:</b> <ul style="list-style-type: none"> <li>Vague and/or suggested</li> <li>Only <u>food safety training</u> is addressed (food handling permit, HACCP, etc.)</li> <li>Only mentions <u>pre-service</u> training</li> </ul> <b>Examples:</b> <ul style="list-style-type: none"> <li>“All food service personnel will have adequate training in food service operations.”</li> <li>“Professional development training will be offered in the area of nutrition education for all interested MPS faculty and staff.” (<b>NOTE:</b> This is different than the coding for NE5=2 because the goal here is that all food service staff will have professional development whereas NE5 seeks to ensure that all staff will be provided the opportunity for professional development in NE.)</li> <li>“...we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers according to their level of responsibility.”</li> </ul> |
|       |   | 2 <u>Nutrition</u> training is required for food service staff. Providing only food safety training does not qualify for a “2.”<br><b>Example:</b> “...shall ensure that professional development in the area of food and nutrition is provided for food service staff.”  |

## Section 2. Standards for USDA Child Nutrition Programs and School Meals *(continued)*

|       |   |   |   |
|-------|---|---|---|
| US21  | Addresses <u>school meal environment</u>  | 0 | Not mentioned   |
|       |   | 1 | Vague and/or suggested  |
|       |   | 2 | Requires specific strategies (ensures adequate space/seating; supervision; a clean, pleasant environment; etc.)<br><b>Examples:</b> <ul style="list-style-type: none"> <li>• “Appropriate supervision shall be provided in the cafeteria and rules for safe behavior consistently enforced.”</li> <li>• “Students shall be provided a pleasant environment in which to eat lunch.”</li> </ul>   |
| US22+ | <u>Nutrition information</u> for school meals (e.g., calories, saturated fat, sugar) is available   | 0 | Not mentioned   |
|       |   | 1 | <b>Either of the following:</b> <ul style="list-style-type: none"> <li>• Vague and/or suggested</li> <li>• Only available upon request</li> </ul> <b>Example:</b> “...will provide nutrition information to parents <u>upon request</u> .”  |
|       |   | 2 | Specific and required<br><b>Example:</b> “...will share and publicize information about the nutritional content of meals with students and parents.”  |
| US38a | Farm-to-school or farm-to-cafeteria program<br><br><b>NOTE: This item is NOT competitive food-specific. It likely will apply to school meals but still code here.</b><br><br>*If 23b=2 refer to 23b for coding guidance | 0 | Not mentioned   |
|       |   | 1 | Suggested, time- or location- specific, subject to principal’s discretion, or weakened by other exceptions<br><br><b>Examples:</b> <ul style="list-style-type: none"> <li>• “Schools are encouraged to make available locally grown produce to students for all school meals and food items sold outside of the reimbursable school meal program.”</li> <li>• “Schools are encouraged to source fresh fruits and vegetables from local farmers where practicable.”</li> </ul> |
|       |   | 2 | Required/definitively in place<br><b>Example:</b> “Produce from area farms shall be sold/served at all locations where F&B are sold/served.”  |

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

**Note:** This section relates to sale or service of foods outside USDA school meals. Do not count provisions in the USDA school meals section of the policy for items in this section. If the policy specifies regulations for “all foods” at school, and it is not clear whether the statement applies to either competitive foods or USDA school meals, apply those regulations to this section (Nutrition Standards for Competitive and Other Foods and Beverages) and to section 2 (Standards for USDA Child Nutrition Programs and School Meals).

- Some policies regulate foods “served” at school, while others only regulate foods “sold” at school. The distinction between “served” and “sold” is that “served” includes both foods that are “sold” and foods that are distributed without cost, such as foods served at birthday parties. Most items in this section refer to foods sold, but some refer to the broader category of foods served.
- For a policy to receive a minimum default code for mentioning U.S. Department of Health and Human Services (HHS) and U.S. Department of Agriculture (USDA) [2005 Dietary Guidelines for Americans](#), the policy must state “Dietary Guidelines.”
- A “[time-specific](#)” regulation is one that only applies during certain hours (e.g., when class is in session or during lunch).
- A “[location-specific](#)” regulation is one that only applies to certain places or grade levels (e.g., in cafeteria or certain grades within middle school).

**UIC Note:** “NG” items correspond with the “NS” items in the HER-version of the coding scheme. Also, see NG23b=2 for clarification on -9 coding.

**\*See Coding Appendix and decision rule table for several NG-related items**

|        |  |   |  |
|--------|--|---|--|
| NG23+* | <p><u>Federal Wellness:</u> Includes nutrition guidelines selected by the local education agency for ALL foods available on each school campus during the school day with the objective of promoting student health and reducing childhood obesity</p> <p><u>*See Coding Appendix for additional clarification</u></p> | 0 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• No guidelines for competitive foods mentioned or language weaker than 1 code</li> <li>• Strives to/should meet the 2005 Dietary Guidelines for America</li> </ul>  |
|        |  | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Mentions districts guidelines but does not define them</li> <li>• Mentions plans to create guidelines</li> <li>• Only mentions federal law regarding the National School Lunch Program or Foods of Minimal Nutritional Value</li> <li>• Only mentions state guidelines (if the state has guidelines)</li> <li>• Only repeats the language of the federal wellness requirement regarding nutrition guidelines for all foods during the school day</li> <li>• Indicates guidelines are limited only to <u>particular places</u> (e.g., cafeteria), <u>times during the school day</u> (e.g., 30 minutes before to 30 minutes after the school lunch is served), or <u>categories of items</u> (i.e., food but not beverage; beverage but not food)</li> <li>• Guidelines are subject to principal’s discretion or weakened by other exceptions</li> <li>• Guidelines that require provision of healthy food choices to students <i>outside of the school meal program</i> and no other NG language included.</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “<i>Nutritious meals served by the food services operation and other nutritious food choices served in district schools and district-sponsored events will comply with district guidelines and state and federal law,</i>” (and “district guidelines” are not defined in policy).</li> <li>• “<i>NGs that require the use of products that are high in fiber, low in added fats, sugar, sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the district’s nutrition services department or contracted vendors.</i>”</li> </ul> |
|        |  | 2 | <p>Requires specific district guidelines (that are not time- or location-specific), even if only in reference to <u>2005 Dietary Guidelines for Americans</u> and even if you feel the guidelines are weak (including guidelines that only apply to a percentage of items)</p> <p><b>Example:</b> “<i>All foods served during the school day shall meet district guidelines, which include...ensuring the provision of whole grains and fruits and vegetables.</i>”</p>  |

## Section 3. Nutrition Standards for Competitive and Other Foods and Beverages *(continued)*

|        |   |  |
|--------|---|--|
| SD     | <p>Nutrition standards apply during the school day (SD)</p>   | <p><b>Note:</b> The SD coding should be applied for each NG item, as appropriate, for each relevant grade level.</p> <p><b>Note2:</b> Code SD based on how the district defines SD. If SD is defined as only applying through the lunch period, that would count for SD coding. If SD is defined as also including before school, that would include SD and NG29.</p>  |
|        |   | <p>0 No mention of school day or NG applies at all times.</p>  |
|        |   | <p>1 NG item(s) limited to/applies only during the school day (SD)</p> <p><b>Example:</b> <i>“Beverages other than soda should/shall be limited to 100% juice drinks, water, and milk during the school day.”</i></p>  |
| NG23b* | <p>Competitive food ban/cannot be sold</p> <p>*See Coding Appendix for additional clarification</p> | <p>0 Either of the following:</p> <ul style="list-style-type: none"> <li>• No suggestion of competitive food ban/not mentioned</li> <li>• Only prohibits sale of FMNVs in places where meals are served during mealtimes</li> </ul> <p><b>Example:</b> <i>“Competitive foods and beverages are prohibited from the start of breakfast until the end of the last lunch period <u>in places where school meals are served.</u>”</i></p>  |
|        |   | <p>1 <b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Competitive food ban suggested/encouraged (CSPI/NANA ES model language; see Appendix for coding examples)<br/>(Note: if 23b=1 and there are no other nutrition guidelines, code 24-26=1)</li> <li>• Competitive food ban is limited to certain hours</li> </ul> <p><b>Example:</b> <i>“Competitive foods and beverages may not be sold from the time of arrival of the first student at school until thirty minutes after the lunch period”.</i></p> |
|        |   | <p>2 Bans the sale of competitive foods<br/>(<b>Note:</b> if 23b=2 and there are no other nutrition guidelines, code 24-26 as appropriate based on competitive foods and <u>code all other NGs as -9</u> (except 27, 28, 29, 30, 31, 32, 38, 38a, 40, 51)</p>  |
| NG23c  | <p>Vending/competitive food contract compliance with NG</p>   | <p>0 <b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• No mention of vending/competitive food contracts</li> <li>• Vending/competitive food contracts do not have to follow NG</li> </ul>   |
|        |   | <p>1 Vague, suggested, location-specific, time-specific</p> <p><b>Example:</b> <i>“Upon expiration of the existing competitive food/vending contracts, all such contracts are <u>encouraged</u> to follow the district’s nutrition guidelines/standards.”</i></p>  |
|        |   | <p>2 Vending/competitive food contracts required to follow NG</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <i>“The superintendent shall continually evaluate vending contracts. Vending contracts that do not meet the intent of this policy shall be modified accordingly or not renewed.”</i></li> <li>• <i>“Upon expiration of the existing vending/competitive food contracts, such contracts must be in accordance with the district’s nutrition standards or not be renewed.”</i></li> </ul>             |

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

Places food is available (NG24-NG28)

|   |  |  |
|---|--|--|
| <p>NG24+*</p>   | <p>Regulates <u>vending machines</u></p> <p>*See also Coding Appendix and decision rule table.</p> | <p><b>Note:</b> If policy regulates “all foods” or “competitive foods,” code according to the strength of that statement</p>   |
|   |  | <p><b>0</b></p> <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>No mention of vending machine regulations or umbrella statement regulating “all foods” or “competitive foods”</li> <li>Any language such as: “The district shall <i>monitor</i> all food and beverages [F&amp;B] sold or served to students, including those available outside of the federally regulated child nutrition programs (i.e., a la carte, vending, student stores, rewards, fundraising, etc.).</li> <li>Any language such as “should strive to sell only healthy foods in vending machines”</li> <li>Efforts to minimize sale of FMNVs.</li> <li>Strives to/should meet the 2005 Dietary Guidelines for Americans</li> <li>Mentions regulating food and beverages in vending machines/all food and beverages without specifying guidelines or mentions plans to create guidelines</li> </ul>   |
|   |  | <p><b>1</b></p> <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Vending machine regulations or umbrella statement regulating “all (competitive) foods” is vague, suggested, time- or location- specific, subject to principal’s discretion, or weakened by other exceptions</li> <li>The <u>2005 Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate vending machines or “all (competitive) foods”</li> <li>Regulations only apply to a very limited group of foods (e.g., prohibiting Foods of Minimal Nutritional Value [FMNV] in vending machines)</li> <li>Mentions only state guidelines regulating vending machine sales (and does not clarify what the state guideline is)</li> <li>Restrictions only apply to a percentage of food and/or beverage items or a limited set of items (e.g., fat content and soda, for example)</li> </ul> <p><b>(Note:</b> if 23b=1 and there are no other nutrition guidelines, code 24-26=1)</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>“Vending machines shall include items which are healthful.”</li> <li>“Vending machines shall be unplugged during lunch hour.”</li> <li>“FMNVs shall not be sold on school grounds at any time.”</li> <li>“Vending machine sales are in accordance with the state Public School Nutrition Policy.”</li> <li>“F&amp;B sales in vending machines will support healthy eating”</li> <li>“...all food and beverages sold will strive to support the district’s healthy eating guidelines”</li> <li>“The sale of food items during the school day shall be restricted to those items in categories of food that meet minimal nutritional value.”</li> <li>“The district shall consider sugar content, fat content, portion size, and lack of nutrients in all food and beverages sold or served to students.”</li> <li>“...75% of food and beverages sold in vending machines must meet district nutrition standards”</li> <li>“A minimum of 20% of snacks in vending, stores, concession, a la carte will be considered health snack offerings.”</li> <li>“NGs that require the use of products that are high in fiber, low in added fats, sugar, sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the district’s nutrition services department or contracted vendors.”</li> </ul> |
| <p><b>2</b></p> <p>Requires regulation of ALL vending machine items or umbrella statement regulating “all (competitive) foods.” For a “2,” the regulation must meet <b>one of the following:</b></p> <ul style="list-style-type: none"> <li>Regulate nutritional quality of each individual item sold (e.g., regulating maximum calorie, sugar, and saturated fat content of <u>ALL</u> items sold);</li> <li>Provide a specific and <u>restricted</u> list of food items allowed to be sold in vending machines or at all times (e.g., limiting vending to only water, fruits, vegetables, whole grains, and nuts);</li> <li>Prohibit a comprehensive list of unhealthy foods (e.g., baked goods, sweetened beverages, and candy) in vending machines or at all times; OR</li> <li>Prohibit vending machines</li> </ul> <p><b>(Note:</b> if 23b=2 and there are no other nutrition guidelines, code 24-26 as appropriate based on competitive foods)</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>“Elementary school: The sale of food and beverage items is limited to the sale of items sold in connection with the school lunch and breakfast program.”</li> </ul> |  |  |

## Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (*continued*)

|   |  |   |
|---|--|---|
| <p>NG25+*</p>   | <p>Regulates <u>school stores</u></p> <p>*See also Coding Appendix and decision rule table</p> | <p><b>Note: If policy regulates “all foods” or “competitive foods,” code according to the strength of that statement</b></p>  |
|   |  | <p><b>0</b></p> <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>No mention of school store regulations or umbrella statement regulating “all (competitive) foods”</li> <li>Any language such as: “The district shall <i>monitor</i> all food and beverages sold or served to students, including those available outside of the federally regulated child nutrition programs (i.e., a la carte, vending, student stores, rewards, fundraising, etc.).</li> <li>Any language such as: “...should strive to sell healthy food and beverages in school stores”</li> <li>Efforts to minimize sale of FMNVs.</li> <li>Strives to/should meet the 2005 Dietary Guidelines for Americans</li> <li>Mentions regulating food and beverages/all food and beverages in school stores without specifying guidelines or mentions plans to create guidelines</li> </ul>                |
|   |  | <p><b>1</b></p> <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>School store regulations or umbrella statement regulating “all (competitive) foods” is vague, suggested, time- or location- specific, subject to principal’s discretion, or weakened by other exceptions</li> <li>The <u>2005 Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate school stores or “all (competitive) foods”</li> <li>Regulations only apply to a very limited group of foods (e.g., prohibiting FMNV’s in school stores)</li> <li>Mentions only state guidelines regarding school store sales.</li> <li>Restrictions only apply to a percentage of food and/or beverage items or a limited set of items (e.g., fat content and soda, for example)</li> </ul> <p><b>(Note: if 23b=1 and there are no other nutrition guidelines, code 24-26=1)</b></p> |
| <p><b>1</b></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>“...ensure some healthy options are sold at school stores.”</li> <li>“sales of food and beverages in school stores must comply with the state Public School Nutrition Policy”</li> <li>“..school stores shall strive to include healthy choices for sale...”</li> <li>“all food and beverages sold will strive to support the district’s healthy eating guidelines”</li> <li>“The sale of food items during the school day shall be restricted to those items in categories of food that meet minimal nutritional value.”</li> <li>“The district shall consider sugar content, fat content, portion size, and lack of nutrients in all food and beverages sold or served to students.”</li> <li>“...50% of food and beverages sold in stores must meet the district nutrition standards”</li> <li>“NGs that require the use of products that are high in fiber, low in added fats, sugar, sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the district’s nutrition services department or contracted vendors.”</li> </ul> |  |   |
| <p><b>2</b></p> <p>Requires regulation of ALL school store items or umbrella statement regulating “all (competitive) foods.” For a “2,” the regulation must meet <b>one of the following:</b></p> <ul style="list-style-type: none"> <li>Regulate nutritional quality of each individual item sold (e.g., regulating maximum calorie, sugar, and saturated fat content of <u>ALL</u> items sold)</li> <li>Provide a specific and <u>restricted</u> list of food items allowed to be sold in school stores or at all times (e.g., limiting food sales to only water, fruits, vegetables, whole grains, and nuts)</li> <li>Prohibit a comprehensive list of unhealthy foods (e.g., baked goods, sweetened beverages, and candy) in school stores or at all times</li> </ul> <p><b>(Note: if 23b=2 and there are no other nutrition guidelines, code 24-26 as appropriate based on competitive foods)</b></p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>“Elementary school: The sale of food and beverage items is limited to the sale of items sold in connection with the school lunch and breakfast program.”</li> </ul>  |  |   |



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

|  |   |  |
|--|---|--|
| <p>NG26+*</p> <p>Regulates <u>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)</u></p> <p>*See also Coding Appendix and Decision Rule Table</p> |   | <p><b>Note: If policy regulates “all foods” or “competitive foods,” code according to the strength of that statement; if policy addresses food and/or beverage sold by food service program /child nutrition programs etc. but the policy is silent on a la carte, give credit for a la carte</b></p>  |
|  | <p>0</p>  | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• No mention of a la carte regulations or umbrella statement regulating “all (competitive) foods”</li> <li>• Language such as: “The district shall <i>monitor</i> all food and beverages sold or served to students, including those available outside of the federally regulated child nutrition programs (i.e., a la carte, vending, student stores, etc.)”</li> <li>• Any language such as “...should strive to sell healthy a la carte F&amp;B</li> <li>• Efforts to minimize sale of FMNVs.</li> <li>• Strives to/should meet the 2005 Dietary Guidelines for Americans</li> <li>• Mentions regulating a la carte/all F&amp;B without specifying guidelines or mentions plans to create guidelines</li> </ul>  |
|  | <p>1</p>  | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• A la carte regulations or umbrella statement regulating “all (competitive) foods” is vague, suggested, time- or location- specific, subject to principal’s discretion, or weakened by other exceptions</li> <li>• The <u>2005 Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate food service a la carte or “all (competitive) foods”</li> <li>• Regulations only apply to a limited group of foods (e.g. prohibiting FMNVs)</li> <li>• A la carte sales must comply with state guidelines</li> <li>• Restrictions only apply to a percentage of food and/or beverage items or a limited set of items (e.g., fat content and soda, for example)</li> </ul> <p><b>(Note: if 23b=1 and there are no other nutrition guidelines, code 24-26=1)</b></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <i>“all food and beverages sold will strive to support the district’s healthy eating guidelines”</i></li> <li>• <i>“food service shall strive to include some healthy choices (choices listed) for all a la carte food sales”</i></li> <li>• <i>“The sale of food items during the school day shall be restricted to those items in categories of food that meet minimal nutritional value.”</i></li> <li>• <i>“The district shall consider sugar content, fat content, portion size, and lack of nutrients in all F&amp;B sold or served to students.”</i></li> <li>• <i>“...50% of a la carte F&amp;B items must meet district nutrition standards”</i></li> <li>• <i>“NGs that require the use of products that are high in fiber, low in added fats, sugar, sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the district’s nutrition services department or contracted vendors..”</i></li> </ul> |
| <p>2</p>   | <p>Requires regulation of ALL a la carte items or umbrella statement regulating “all (competitive) foods.” For a “2,” the regulation must meet <b>one of the following:</b></p> <ul style="list-style-type: none"> <li>• Regulate nutritional quality of each individual item sold (e.g., regulating maximum calorie, sugar, or saturated fat content of <u>ALL</u> items sold)</li> <li>• Provide a specific and <u>restricted</u> list of food items allowed to be sold a la carte or at all times (e.g., limiting food sales to only fruits, vegetables, and whole grains)</li> <li>• Prohibit a comprehensive list of unhealthy foods (e.g., baked goods, sweetened beverages, and candy) a la carte or at all times</li> <li>• Prohibits competitive foods during meal periods.</li> </ul> <p><b>(Note: if 23b=2 and there are no other nutrition guidelines, code 24-26 as appropriate based on competitive foods)</b></p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <i>“Elementary school: The sale of food and beverage items is limited to the sale of items sold in connection with the school lunch and breakfast program.”</i></li> </ul> |  |

## Section 3. Nutrition Standards for Competitive and Other Foods and Beverages *(continued)*

|        |  |   |  |
|--------|--|---|--|
|        |  | 0 | Not mentioned  |
| NG27+* | Regulates food served at <u>class parties</u> and other school <u>celebrations</u> | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Regulations for class parties or umbrella statement regulating “all (competitive) foods” <u>served/distributed/available</u> is vague, suggested, time- or location-specific, subject to principal’s discretion, or weakened by other exceptions</li> <li>The <u>2005 Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate class parties or “all (competitive) foods <u>served/distributed/available</u>”</li> <li>Regulations only apply to a very limited group of foods (e.g., prohibiting Foods of Minimal Nutritional Value [FMNV] at all times)</li> <li>Regulations for class parties are required but weakened (e.g., by allowing one traditional party food)</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>“District encourages healthy snacks at parties.”</li> <li>“Celebrations involving food during the school day shall be at the discretion of the school principal.”</li> <li>“The school food environment (including celebrations) on balance and over time should be consistent with healthy food guidelines.”</li> <li>“...permits only one birthday party per month.”</li> <li>“The district shall provide parents with a list of foods that meet the Board’s snack standards for healthy celebrations/ parties, rewards, and fundraising activities...” (and no other mention of celebrations/parties included in the policy)</li> <li>“The district should regulate all food and beverages sold/served as part of classroom activities.”</li> <li>“Classroom parties will offer minimal amounts of foods (maximum 2-3 items) that contain added sugar as the first ingredient and will provide the following: fresh fruits and vegetables, water, 100% fruit juice, or milk”</li> <li>“...classroom parties, celebrations, etc. shall be limited to one snack and one beverage (100% juice, water, or milk)”</li> <li>“The district shall consider sugar content, fat content, portion size, and lack of nutrients in all F&amp;B sold or served to students.”</li> <li>“NGs that require the use of products that are high in fiber, low in added fats, sugar, sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the district’s nutrition services department or contracted vendors..”</li> <li>“All F&amp;B available will meet the 2005 Dietary Guidelines for Americans.”</li> </ul> |
|        |  | 2 | <p>Requires regulation of ALL foods <u>served/distributed/available</u> at class parties or umbrella statement regulating “all foods <u>served/distributed/available</u>.” For a “2,” the regulation must apply to food <u>served/distributed/available</u> and meet <b>one of the following criteria:</b></p> <ul style="list-style-type: none"> <li>Regulate nutritional quality of each individual item <u>served/distributed/available</u> (e.g., regulating maximum calorie, sugar, or saturated fat content of ALL items)</li> <li>Provide a specific and <u>restricted</u> list of food items allowed to be <u>served/distributed/available</u> at class parties or at all times (e.g., limiting to fruits and whole grains)</li> <li>Prohibit a comprehensive list of unhealthy foods (e.g., baked goods, sweetened beverages, and candy) from being <u>served/distributed/available</u> at class parties/celebrations or at all times</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>“Foods and beverages <u>served</u> at school celebrations must meet the District’s Nutritional Standards,” (and standards are defined).</li> </ul>   |

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

|       |   |   |  |
|-------|---|---|--|
| NG28* | Regulates food <u>from home for the whole class</u>   | <b>Note: If not mentioned, assign the same code as NG27</b> |  |
|       |   | 0   | Not mentioned  |
|       |   | 1   | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Regulations for food served in the classroom or umbrella statement regulating all foods <u>served/distributed/available</u> at school are vague, suggested, time- or location- specific, subject to principal's discretion, or weakened by other exceptions</li> <li>The <u>2005 Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate food <u>served/distributed/available</u> in the classroom or "all (competitive) foods"</li> <li>Regulations only apply to a very limited group of foods (e.g., prohibiting Foods of Minimal Nutritional Value [FMNV]) at all times</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>"Classroom snacks shall <u>feature</u> healthy choices that meet the District's Nutrition Standards."</li> <li>"The district shall consider sugar content, fat content, portion size, and lack of nutrients in all F&amp;B sold or served to students."</li> <li>"NGs that require the use of products that are high in fiber, low in added fats, sugar, sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the district's nutrition services department or contracted vendors."</li> <li>"All F&amp;B available will meet the 2005 Dietary Guidelines for Americans."</li> </ul> |
| 2     | <p>Requires regulation of ALL foods <u>served/distributed/available</u> in the classroom or umbrella statement regulating "all foods <u>served/distributed/available</u>." For a "2," the regulation must apply to food <u>served/distributed/available</u> and meet <b>one of the following criteria:</b></p> <ul style="list-style-type: none"> <li>Regulate nutritional quality of each individual item <u>served/distributed/available</u> (e.g., regulating maximum calorie, sugar, or saturated fat content of <u>ALL</u> items)</li> <li>Provide a specific and <u>restricted</u> list of food items allowed to be <u>served</u> in the classroom or at all times (e.g., limiting to fruits and whole grains)</li> <li>Prohibit a comprehensive list of unhealthy foods (e.g., baked goods, sweetened beverages, and candy) from being <u>served</u> in the classroom or at all times</li> </ul> |   |  |

Times food is sold (NG29-NG31)

Note: Definitions of "before school," "school day," and "after school" vary by state. Check the appropriate state definition (if there is no state definition, check local district definition) and code accordingly.

|      |   |   |   |
|------|---|---|---|
| NG29 | Regulates food sold before school   | <b>Note: Regulations that apply at "all times," to "all foods on school grounds," "upon first student arrival," or "30 minutes before the SD," also apply "before school," and therefore should be coded according to the strength of that statement.</b> |   |
|      |   | 0   | No mention of nutrition standards for food sold before school   |
|      |   | 1   | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Regulation of food sold before school are vague, suggested, location-specific, subject to principal's discretion, or weakened by other exceptions</li> <li>The <u>2005 Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate food sold before school</li> <li>Regulations of food sold before school only apply to a very limited group of foods (e.g. prohibiting Foods of Minimal Nutritional Value [FMNV])</li> <li>Restrictions apply to a percentage of items or only food or beverages (but not both)</li> </ul> <p><b>Example:</b> "50% of beverages sold to students ½ hour before the start of the SD will be limited to water, juice, and milk."</p> |
| 2    | <p>Requires specific nutrition standards that apply to food sold before school, and the standards meet <b>one of the following criteria:</b></p> <ul style="list-style-type: none"> <li>Regulate nutritional quality of each individual item sold before school (e.g., regulating maximum calorie, sugar, or saturated fat content of <u>ALL</u> items sold)</li> <li>Provide a specific and <u>restricted</u> list of food items allowed to be sold before school (e.g., limiting sales to water fruits, vegetables, whole grains, and nuts)</li> <li>Prohibit a comprehensive list of unhealthy foods (e.g., baked goods, sweetened beverages, and candy) from being sold before school</li> </ul> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>"The sale of competitive foods are prohibited from the time of the first student arrival until the end of the school day."</li> <li>"The sale of competitive foods are prohibited from 30 minutes before the start of the SD to the end of the school day."</li> </ul> |   |   |

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

|      |  |  |
|------|--|--|
| NG30 | Regulates food sold after school (beyond district-run after school programs)   | <p><b>Note:</b> Regulations that apply at “<u>all times</u>” or to “<u>all foods on school grounds</u>” also apply to “after school,” and therefore should be coded according to the strength of that statement.</p>   |
|      |  | <p><b>0</b></p> <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>No mention of nutrition standards for food sold after school</li> <li>Only applies for a very limited amount of time following the SD (e.g., 45 minutes following the SD, immediately following the SD)</li> <li>Policy exempts athletics, band, other school-sponsored after-school activities from the nutrition standards following the SD</li> <li>Nutrition guidelines only apply to after-care/after school daycare programs.</li> </ul>  |
|      |  | <p><b>1</b></p> <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Regulations of food sold after school are vague, suggested, location-specific, subject to principal’s discretion, or weakened by other exceptions</li> <li>The <u>2005 Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate food sold after school</li> <li>Regulations of food sold after school only apply to a very limited group of foods (e.g. prohibiting Foods of Minimal Nutritional Value [FMNV])</li> </ul> <p><b>Example:</b> “All F&amp;B made available on campus, including concessions and a la carte items will be consistent with the USDA 2005 Dietary Guidelines for Americans.”</p>  |
|      |  | <p><b>2</b></p> <p>Requires specific nutrition standards that apply to food sold after school, and the standards meet <b>one of the following criteria:</b></p> <ul style="list-style-type: none"> <li>Regulate nutritional quality of each individual item sold after school (e.g., regulating maximum calorie, sugar, or saturated fat content of <u>ALL</u> items sold)</li> <li>Provide a specific and <u>restricted</u> list of food items allowed to be sold after school (e.g., limiting sales to water, fruits, vegetables, whole grains, and nuts)</li> <li>Prohibit a comprehensive list of unhealthy foods (e.g., baked goods, sweetened beverages, and candy) from being sold after school</li> </ul> <p><b>Example:</b> “Competitive foods may not be sold at any time on school grounds.”</p>  |
| NG31 | Regulates food sold at <u>evening and community events on school grounds</u> (e.g., concessions at athletic events, dances, or performances) | <p><b>Note:</b> Unless otherwise defined, “<u>at all times</u>” refers to all times students are in the custody of the school. Because evening and community events are open to the public, and children attending are no longer in the custody of the school, only the phrase “<u>at all times on school grounds</u>” is specific enough to include evening and community events on school grounds.</p>   |
|      |  | <p><b>0</b></p> <ul style="list-style-type: none"> <li>No mention of nutrition standards for food at evening or community events</li> <li>Policy references nutrition guidelines only applying to athletic events/ concession sales <u>during the school day</u>.</li> <li>Policy only addresses “events” without indicating “evening,” “community,” “all times on school grounds,” “athletic events,” etc.</li> <li>Strives to/should meet the 2005 Dietary Guidelines for Americans</li> </ul>   |
|      |  | <p><b>1</b></p> <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Regulations of food sold at evening and community events are vague, suggested, location-specific, subject to principal’s discretion, or weakened by other exceptions</li> <li>The <u>2005 Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate food sold at evening and community events</li> <li>Regulations of food at evening and community events only apply to a limited group of foods (e.g. prohibiting FMNVs) or a percentage of items sold</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>“Will promote availability of nutritional snacks at athletic events.”</li> <li>“Local wellness policy goals will be considered in planning all school-based activities (e.g., school events, field trips, dances, and assemblies)”</li> <li>Encourage that healthy food and beverage options are included at concessions at school-related events outside of the school day.</li> <li>“All F&amp;B made available on campus, including concessions and a la carte items, will be consistent with the USDA 2005 Dietary Guidelines for Americans.”</li> </ul> |
|      |  | <p><b>2</b></p> <p>Requires specific nutrition standards that apply to food sold at evening and community events on school grounds and the standards meet <b>one of the following criteria:</b></p> <ul style="list-style-type: none"> <li>Regulate nutritional quality of each individual item sold (e.g., regulating maximum calorie, sugar, or saturated fat content of ALL items sold)</li> <li>Provide a specific and <u>restricted</u> list of food items allowed to be sold (e.g., limiting sales to water, fruits, vegetables, whole grains, and nuts)</li> <li>Prohibit a comprehensive list of unhealthy foods (e.g., baked goods, sweetened beverages, and candy) from being sold at evening and community events</li> </ul> <p><b>Example:</b> “Food or beverages sold or served on school grounds or for activities shall meet the District’s nutrition standards,” (and district standards are defined in policy).</p>   |

## Section 3. Nutrition Standards for Competitive and Other Foods and Beverages *(continued)*

|   |  |   |
|---|--|---|
| NG32  | Regulates food sold for <u>fundraising</u> | <p><b>Note: Must specifically address “fundraising” for a code of a “1” or “2.” Regulating “all foods” during “the school day” or “at all times on school grounds” does not qualify because fundraising can occur off school grounds (e.g., catalogue orders, selling candy or cookies).</b></p>  |
|   |  | <p><b>0</b></p> <p><b>Any of the following</b></p> <ul style="list-style-type: none"> <li>• No mention of nutrition standards for food sold for fundraising</li> <li>• Strives to/should meet the 2005 Dietary Guidelines for Americans</li> <li>• Mentions regulating F&amp;B sold for fundraising/all F&amp;B without specifying guidelines</li> <li>• Mentions plans to establish guidelines for school-sponsored fundraising that involves selling food without mentioning guidelines, healthy food, etc.</li> </ul>  |
|   |  | <p><b>1</b></p> <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Regulations of food sold for fundraising are vague, suggested, time- or location-specific (e.g., “during school day” or “on school grounds”), subject to principal’s discretion, or weakened by other exceptions</li> <li>• The <u>2005 Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate food sold for fundraising</li> <li>• Regulations of food sold for fundraising only apply to a limited group of foods (e.g. prohibiting FMNVs) or a percentage of items sold</li> <li>• Regulations for food sold for fundraising only applies to fundraisers held at school during the school day (i.e., exempts after-school fund-raising activities”)</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “...strongly encouraging the use of only non-food items to raise funds.”</li> <li>• “...requiring administrative approval for all fundraisers.”</li> <li>• “The district shall provide parents with a list of foods that meet the Board’s snack standards for healthy celebrations/ parties, rewards, and fundraising activities...”<br/>(and no other language related to fundraising included in the policy)</li> <li>• “...fundraising activities will strive to support healthy eating and wellness.”</li> </ul> |
| <p><b>2</b></p> <p>Requires specific nutrition standards that apply to food sold for fundraising and the standards meet <b>one of the following criteria:</b></p> <ul style="list-style-type: none"> <li>• Regulate nutritional quality of each individual item sold (e.g., regulating maximum calorie, sugar, or saturated fat content of ALL items sold)</li> <li>• Provide a specific and <u>restricted</u> list of food items allowed to be sold (e.g., limiting sales to water, fruits, vegetables, whole grains, and nuts)</li> <li>• Prohibit a comprehensive list of unhealthy foods (e.g., baked goods, sweetened beverages, and candy) from being sold for fundraising</li> <li>• Prohibits the sale of food for fundraising</li> </ul> <p><b>Example:</b> “Foods purchased to raise funds must also meet the District’s nutrition standards,” (and standards are defined in policy).</p> |  |   |

## Section 3. Nutrition Standards for Competitive and Other Foods and Beverages *(continued)*

|       |   |   |  |
|-------|---|---|--|
| NG40+ | Addresses food not being used as a <u>reward</u> and/or withheld as a <u>punishment</u> | 0 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Encourages the use of healthy food as a reward (not “ONLY” allowing)</li> <li>• Discourages using unhealthy food as a reward (e.g., donuts, FMNVs, etc.)</li> <li>• Only addresses withholding meals as punishment.</li> <li>• Use of food as a reward in instructional programs shall require superintendent approval</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <i>“The district will provide teachers with guidelines on the use of food as a reward without specifying guidelines.”</i></li> <li>• <i>“Staff are encouraged to limit the use of non-nutritious food as a reward/incentive and to promote nutritious options.”</i></li> </ul>  |
|       |   | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Discourages food as a reward or punishment</li> <li>• Only allows healthy food as a reward</li> <li>• Prohibits or discourages food as punishment but does not prohibit food as a reward</li> <li>• Strong language for food as punishment but weaker language for food as a reward</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <i>“No punitive or disciplinary action shall be taken that would deny a student lunch or snack time”</i> (and policy does not address food as a reward).</li> <li>• <i>“...strongly discourage the use of food/beverages as a reward or punishment.”</i></li> <li>• <i>“...will encourage non-food alternatives as rewards.”</i></li> <li>• <i>“Only healthy foods will be used as a reward.”</i></li> <li>• <i>“Food shall not be withheld as punishment and should not be used as a reward.”</i></li> <li>• <i>“Schools are encouraged to not use food or beverages that do not meet the nutrition standards for F&amp;B sold individually as rewards, and will not withhold food or beverages as punishment.”</i></li> <li>• <i>“Teachers shall not use food as a reward, especially those that do not meet the nutrition standards.”</i></li> </ul> |
|       |   | 2 | <p>Prohibits food as a reward (even if using food as a punishment is not mentioned). Prohibition of food as a reward with the exception of Individual(ized) Academic Plans (IAP) or Individual(ized) Education Plans (IEP) still qualifies for a “2.”</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <i>“Food rewards or incentives shall not be used in classrooms to encourage student achievement or desirable behavior.”</i></li> <li>• <i>“The use of food or candy as a classroom reward for any school is prohibited.”</i></li> </ul>   |

## Section 3. Nutrition Standards for Competitive and Other Foods and Beverages *(continued)*

### Nutrition standards for competitive and other foods (NG33-38)

|        |  |   |  |
|--------|--|---|--|
| NG33+* | Addresses limiting <u>sugar</u> content of foods<br><br>*See also Coding Appendix and decision rule table.<br>*If 23b=2 refer to 23b for coding guidance | 0 | Not mentioned. If policy specifies <u>2005 Dietary Guidelines for Americans</u> and <u>no other standards</u> , code as a "0." Only regulating/limiting candy does not qualify for a "1" or "2."   |
|        |  | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Limit is not quantified</li> <li>Limit is suggested, time- or location- specific, subject to principal's discretion, or weakened by other exceptions</li> <li>Restrictions on sugar only apply to a percentage of food items</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>"Dry snacks sold at the K-8 level shall follow District Nutrition Standards <u>minimizing</u> the content of...sugar."</li> <li>"Prohibits foods listing sugar, corn syrup, or other caloric sweeteners as the first ingredient."</li> <li>"Schools shall discourage consumption of sugary foods."</li> <li>"The district will encourage students to make nutritious food choices and will ensure that...schools regulate the sale of foods high in...added sugars."</li> <li>"The district shall consider sugar content, fat content, portion size, and lack of nutrients in all F&amp;B sold or served to students."</li> <li>"...50% of food items sold must prohibit sugar as the first ingredient"</li> <li>"NGs that require the use of products that are high in fiber, low in added fats, sugar, sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the district's nutrition services department or contracted vendors.."</li> </ul> |
|        |  | 2 | Quantified and required limit<br><br><b>Example:</b> "K-12 school food service, school store, and school vending machines sale of individual snack items per package shall include no more than 35% sugar by weight."  |
| NG34+* | Addresses limiting <u>fat</u> content of foods<br><br>*See also Coding Appendix and decision rule table.<br>*If 23b=2 refer to 23b for coding guidance   | 0 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>Not mentioned</li> <li>Indicates that schools shall "<i>strive</i>" to meet or "<i>should</i>" meet the 2005 Dietary Guidelines.</li> </ul> <p><b>Example:</b> "...must include items that meet the 2005 Dietary Guidelines for Americans."</p>  |
|        |  | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Limit is not quantified</li> <li>Limit is suggested, time- or location- specific, subject to principal's discretion, or weakened by other exceptions</li> <li>Specifies <u>2005 Dietary Guidelines for Americans</u> and no other standards (applies to all food items)</li> <li>Restrictions on fat content only apply to a percentage of food items</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>"All food and beverages available to students at school are recommended to be food items low in fat..."</li> <li>"The district will encourage students to make nutritious food choices and will ensure that...schools regulate the sale or serving of foods high in fat, sodium, or added sugars."</li> <li>"The district shall consider sugar content, fat content, portion size, and lack of nutrients in all F&amp;B sold or served to students."</li> <li>"...50% of food items must contain no more than 40% of total calories from fat"</li> <li>"NGs that require the use of products that are high in fiber, low in added fats, sugar, sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the district's nutrition services department or contracted vendors."</li> </ul>                                   |
|        |  | 2 | Quantified and required limit<br><br><b>Example:</b> "K-12 school food service, school store, and school vending machine sales of individual snack items per package shall include no more than 35% of calories from fat and nine grams maximum per serving with the exception of nuts."   |

## Section 3. Nutrition Standards for Competitive and Other Foods and Beverages *(continued)*

|        |   |   |   |
|--------|---|---|---|
| NG35*  | <p>Addresses limiting <u>sodium</u> content of foods</p> <p>*See also Coding Appendix and decision rule table.<br/>*If 23b=2 refer to 23b for coding guidance</p>                   | 0 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Indicates that schools shall “<i>strive</i>” to meet or “<i>should</i>” meet the USDA 2005 Dietary Guidelines.</li> </ul> <p><b>Example:</b> “...must include items that meet the 2005 Dietary Guidelines for Americans.”</p>  |
|        |   | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Limit is not quantified</li> <li>• Limit is suggested, time- or location- specific, subject to principal’s discretion, or weakened by other exceptions</li> <li>• Specifies <u>2005 Dietary Guidelines for Americans</u> and no other standards (applies to all food items)</li> <li>• Restrictions on sodium only apply to a percentage of food items</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “<i>Foods to avoid—consume only occasionally: high sodium foods (luncheon meats, cheeses, salty popcorn, pickles).</i>”</li> <li>• “<i>The district will encourage students to make nutritious food choices and will ensure that...schools regulate the sale or serving of foods high in fat, sodium, or added sugars.</i>”</li> <li>• “<i>...50% of food items must contain no more than 600mg of sodium</i>”</li> <li>• “<i>NGs that require the use of products that are high in fiber, low in added fats, sugar, sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the district’s nutrition services department or contracted vendors.</i>”</li> </ul> |
|        |   | 2 | <p>Quantified and required limit</p> <p><b>Example:</b> “<i>A snack food item sold individually shall contain no more than 240 mg of sodium per serving, and an individually sold entree shall contain no more than 600 mg of sodium per serving.</i>”</p>  |
| NG36+* | <p>Addresses limiting <u>calorie content per serving size</u> of foods</p> <p>*See also Coding Appendix and decision rule table.<br/>*If 23b=2 refer to 23b for coding guidance</p> | 0 | <p>Not mentioned. If policy specifies <u>2005 Dietary Guidelines for Americans</u> and <u>no other standards</u>, code as a “0.” Limiting calories from fat, sugar, or any other group of nutrients does not qualify for a “1” or “2.” Provisions related to limiting “additional caloric sweeteners” also do not qualify for a “1” or “2.”</p>   |
|        |   | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Limit is not quantified</li> <li>• Limit is suggested, time- or location- specific, subject to principal’s discretion, or weakened by other exceptions</li> <li>• Restrictions only apply to a percentage of food items</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “<i>Foods sold outside of the National School Lunch Program shall contain a <u>reasonable</u> number of calories per package.</i>”</li> <li>• “<i>...50% of food items must contain no more than 300 calories/serving</i>”</li> </ul>  |
|        |   | 2 | <p>Quantified and required limit</p> <p><b>Example:</b> “<i>Individually sold snack items shall not exceed 200 calories per package.</i>”</p>   |
| NG37*  | <p>Addresses limiting <u>serving size</u> of foods</p> <p>*See also Coding Appendix and decision rule table.<br/>*If 23b=2 refer to 23b for coding guidance</p>                     | 0 | <p>Not mentioned. If policy specifies <u>2005 Dietary Guidelines for Americans</u> and <u>no other standards</u>, code as a 0.</p>  |
|        |   | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Limit is not quantified/specific</li> <li>• Limit is specific but suggested, time- or location- specific, subject to principal’s discretion, or weakened by other exceptions</li> <li>• Restrictions only apply to a percentage of food items</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “<i>All food shall be sold in <u>appropriate</u> portion sizes.</i>”</li> <li>• “<i>Schools will encourage healthy snack choices in appropriate portion sizes.</i>”</li> <li>• “<i>The district shall consider sugar content, fat content, portion size, and lack of nutrients in all F&amp;B sold or served to students.</i>”</li> <li>• “<i>NGs that require the use of products that are high in fiber, low in added fats, sugar, sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the district’s nutrition services department or contracted vendors.</i>”</li> </ul>  |
|        |   | 2 | <p>Quantified/specific and required limit</p> <p><b>Example:</b> “<i>Individual items shall not exceed one serving per package.</i>”</p>  |



## Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (*continued*)

|       |  |   |   |
|-------|--|---|---|
| NG38* | <p>Addresses increasing “whole foods:” whole grains, unprocessed foods, or fresh produce</p> <p>*See Coding Appendix and decision rule table for additional guidance.<br/>*If 23b=2 refer to 23b for coding guidance</p> | 0 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Not mentioned</li> <li>Mentions only dried fruit, fruit juice, fruit roll-ups, etc.</li> <li>Indicates that schools shall “<i>strive</i>” to meet or “<i>should</i>” meet the USDA 2005 Dietary Guidelines.</li> <li>Reference to whole grains, fresh fruits, etc., only relative to school meals</li> <li>Mentions only high-fiber items or items high in fiber.</li> </ul> <p><b>Example:</b>     <i>“...must include items that meet the 2005 Dietary Guidelines for Americans.”</i></p>  |
|       |  | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Encourages offering/consumption of whole grains, unprocessed foods, or fresh produce</li> <li>Farm to School program is suggested</li> <li>Specifies <u>2005 Dietary Guidelines for Americans</u> and no other standards</li> <li>List of food items includes fruits/vegetables that may include but are not limited to a list of items including non-fresh fruits/vegetables (e.g., dried/canned fruits/vegetables)</li> </ul> <p><b>Example:</b>     <i>“Schools are encouraged to make available locally grown produce to students for all school meals and food items sold outside of the reimbursable school meal program.”</i></p> |
|       |  | 2 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>Definitively offering whole grains, unprocessed foods, or fresh produce</li> <li>Farm to School program is required or definitively in place</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li><i>“At least half of the grains served will be whole grains.”</i></li> <li><i>“Only brown rice shall be served.”</i></li> <li><i>“Produce from area farms shall be sold/served at all locations where F&amp;B are sold/served.”</i></li> </ul>   |

*Other nutrition standards for competitive and other foods or beverages (NG39-NG41)*

|      |   |   |   |
|------|---|---|---|
| NG39 | <p>Addresses limiting the use of <u>ingredients with questionable health effects</u> in food or beverages (e.g., artificial sweeteners, processed or artificial foods, <i>trans</i> fats, high fructose corn syrup [HFCS], saccharin)</p> <p>*If 23b=2 refer to 23b for coding guidance</p> | 0 | <p>Not mentioned. If policy specifies <u>2005 Dietary Guidelines for Americans</u> and <u>no other standards</u>, code as a “0.”</p>  |
|      |   | 1 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>Discourages use of these ingredients</li> <li>Limit is suggested, time- or location- specific, subject to principal’s discretion, or weakened by other exceptions</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li><i>“We will make every effort to limit sales of snacks with high fructose corn syrup.”</i></li> <li><i>“The level of trans fats will be as low as possible.”</i></li> </ul> |
|      |   | 2 | <p>Required and quantified limits or prohibition</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li><i>“All foods available at school shall be...trans fat free.”</i></li> <li><i>“...shall contain no more than 2 grams per serving of saturated and trans fat combined.”</i></li> </ul>   |

|       |   |   |   |
|-------|---|---|---|
| NG41+ | <p><u>Nutrition information</u> (e.g., calories, saturated fat, sugar) available for foods <u>other than school meals</u></p> <p>*If 23b=2 refer to 23b for coding guidance</p> | 0 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>Not mentioned</li> <li>“Nutrition information and education shall be offered throughout the school campus and based on the USDA 2005 Dietary Guidelines” (Not clear that this is specific to actual F&amp;B items sold/served)</li> </ul> |
|       |   | 1 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>Vague and/or suggested</li> <li>Only available upon request</li> </ul>  |
|       |   | 2 | <p>Required</p> <p><b>Example:</b>     <i>“...shall provide parents and students a list of detailed nutrition information on all foods and beverages sold at school.”</i></p>   |

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

Nutrition standards for competitive and other beverages (NG42-NG50)

|       |  |   |   |
|-------|--|---|---|
| NG42* | Addresses limiting <u>sugar</u> content of beverages<br><br>See Coding Appendix for additional guidance<br>*If 23b=2 refer to 23b for coding guidance  | 0 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Indicates that competitive beverages “should include” specific beverage items.</li> <li>• Fruit juice/drinks contain less than 50% juice</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “Competitive beverages should include milk, water, and 100% juice.”</li> <li>• “Sale of beverages is limited to 100% fruit/vegetable juice and fruit/vegetable juice with at least 10% fruit/vegetable juice.”</li> </ul>  |
|       |  | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Limit is not quantified/specific</li> <li>• Limit is suggested, time- or location-specific, subject to principal's discretion, or weakened by other exceptions</li> <li>• Restriction only applies to a percentage of beverages</li> <li>• Indicates that competitive beverages “must/shall include” specific beverage items (which includes 100% juice)</li> <li>• Fruit /juice drinks containing at least 50% juice</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “... prohibits beverages that contain sugar, corn syrup, or any other caloric sweetener as the first ingredient.”</li> <li>• “... discourages sugar-laden beverages.”</li> <li>• “... shall prohibit soda and allow only water and beverages that are at least 50% juice.”</li> <li>• “... allows water and beverages that are less than 100% juice”</li> <li>• “... 50% of beverages must contain no caloric sweeteners”</li> <li>• “The district shall consider sugar content, fat content, portion size, and lack of nutrients in all F&amp;B sold or served to students.”</li> <li>• “Competitive beverages must include 100% juice, milk, water, noncarbonated drinks, and electrolyte replacement drinks.”</li> <li>• Beverages are limited to water, milk, and 50% juice with no added sweeteners.”</li> <li>• “50% of beverages must be 100% juice, milk, water, and electrolyte replacement drinks.”</li> </ul> |
|       |  | 2 | <p>Quantified/specific and required limit</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “Beverages with added sugars are not allowed.”</li> <li>• “Only water and 100% juice will be allowed at school.”</li> <li>• “Prohibits the sale of beverages with additional caloric sweeteners.”</li> </ul>   |
| NG43* | Addresses limiting <u>fat</u> content of drinks (other than milk [e.g., milkshakes or smoothies])<br><br><u>*See Coding Appendix for additional guidance</u><br>*If 23b=2 refer to 23b for coding guidance | 0 | Not mentioned   |
|       |  | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Limit is not quantified/specific</li> <li>• Limit is suggested, time- or location-specific, subject to principal's discretion, or weakened by other exceptions</li> <li>• Restriction only applies to a percentage of beverages</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “The district shall consider sugar content, fat content, portion size, and lack of nutrients in all F&amp;B sold or served to students.”</li> </ul>  |
|       |  | 2 | <p>Quantified/specific and required limit</p> <p><b>Example:</b> “Only water and 100% juice will be allowed at school.”</p>   |

## Section 3. Nutrition Standards for Competitive and Other Foods and Beverages *(continued)*

|        |   |   |   |
|--------|---|---|---|
| NG44+* | <p>Addresses limiting <u>calorie content</u> per serving size of beverages</p> <p>*See Coding Appendix for additional guidance<br/>*If 23b=2 refer to 23b for coding guidance</p> | 0 | <p>Either of the following:</p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Language referring to limiting “additional caloric sweeteners” and no other mention of calories</li> </ul>  |
|        |   | 1 | <p>Any of the following:</p> <ul style="list-style-type: none"> <li>• Limit is not quantified</li> <li>• Limit is suggested, time- or location-specific, subject to principal’s discretion, or weakened by other exceptions</li> <li>• Restriction only applies to a percentage of beverages</li> </ul>   |
|        |   | 2 | <p>Quantified and required maximum number of calories permitted per beverage or serving size</p>  |
| NG45+* | <p>Addresses limiting <u>regular (sugar-sweetened) soda</u></p> <p>*See Coding Appendix for additional guidance<br/>*If 23b=2 refer to 23b for coding guidance</p>                | 0 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Only prohibits FMNVs during meal times or indicates that FMNVs should not be used as a source of revenue for the food service program.</li> <li>• Encourages minimizing FMNVs on school campuses</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <i>“The food service program shall strive to be financially self-supporting; however, if it is necessary to subsidize the operation, it will not be through the sale of FMNVs.”</i></li> </ul>   |
|        |   | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Regular soda is limited but not prohibited</li> <li>• Prohibition of regular soda is suggested, time- or location-specific, or overridden by principal’s discretion</li> <li>• Restriction only applies to a percentage of beverages</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <i>“If available, food and beverages sold individually <u>should</u> be limited to low-fat and non-fat milk, fruits, and non-fried vegetables” (NANA model see APPENDIX)</i></li> <li>• <i>“50% of beverages must be 100% juice, milk, water, and electrolyte replacement drinks.”</i></li> </ul> |
|        |   | 2 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Regular soda is prohibited</li> <li>• Foods of Minimal Nutritional Value (FMNV) are prohibited at all times on school grounds. Prohibiting FMNV qualifies for a “2” because the definition of FMNV includes soda.</li> <li>• Soda is prohibited except for use by the school nurse</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <i>“Soda will not be available on school grounds.”</i></li> <li>• <i>“Only water, 100% juice, and milk will be sold at school.”</i></li> <li>• <i>“Approved beverages: milk, milk products, 100% juice, water”</i></li> </ul>                       |

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

|        |   |   |   |
|--------|---|---|---|
| NG46+* | <p>Addresses limiting <u>beverages other than soda containing added caloric sweeteners</u> such as sweetened teas, juice drinks, energy drinks and sports drinks</p> <p>*See Coding Appendix for additional guidance<br/>*If 23b=2 refer to 23b for coding guidance</p> | 0 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Not mentioned</li> <li>Only bans FMNVs.</li> <li>Allows beverages with added caloric sweeteners at all times.</li> <li>Percent of beverages must meet the nutrition guidelines and allows electrolyte replacement drinks/isotonic/sports drinks</li> <li>Indicates that competitive beverages “must/shall include” beverages beyond milk, 100% juice, and water (includes noncarbonated drinks, electrolyte replacement drinks/isotonic/sports drinks)</li> <li>Fruit juice/drinks contain less than 50% juice</li> <li>Allows <u>more than 1</u> other sugar sweetened beverage (beyond soda)</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>“50% of beverages must be 100% juice, milk, water, and electrolyte replacement drinks.”</li> <li>Allowed beverages include milk, water, 100% juice, energy drinks, and electrolyte replacement beverages</li> </ul>   |
|        |   | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Other beverages with caloric sweeteners are limited but not prohibited</li> <li>Prohibition is suggested, time- or location-specific, or item-specific (e.g., isotonic drinks, teas, etc.) subject to principal’s discretion, or weakened by other exceptions</li> <li>Restriction applies to a percentage of beverages</li> <li>Indicates that competitive beverages “must/shall include” specific beverage items that are limited to 100% juice, milk, and water.</li> <li>Fruit/juice drinks containing at least 50% juice</li> <li>Allows <u>only 1</u> other sugar sweetened beverage (beyond soda)</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>If available, food and beverages sold individually <u>should</u> be limited to low-fat and non-fat milk, fruits, and non-fried vegetables” (NANA model see APPENDIX)</li> <li>“...50% of beverages will be water, 100% juice, and milk”</li> <li>“All beverage machines must/shall include 100% juice, milk, and water.”</li> <li>Beverages are limited to water, milk, and 50% juice with no added sweeteners.”</li> <li>“Allowed beverages are limited to milk, water, 100% juice, and sports drinks.”</li> </ul> |
|        |   | 2 | <p>Other beverages with added caloric sweeteners are prohibited</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>“Only milk, water, and 100% juice will be available at school.”</li> <li>“Approved beverages: milk, milk products, 100% juice and water”</li> </ul>  |
| NG47   | <p>Addresses limiting <u>sugar/calorie</u> content of <u>flavored milk</u></p> <p>*If 23b=2 refer to 23b for coding guidance</p>  | 0 | <p>Not mentioned</p>  |
|        |   | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Limit is not quantified</li> <li>Limit is suggested, time- or location-specific, subject to principal’s discretion, or weakened by other exceptions</li> <li>A percentage of beverages must meet sugar/calorie provisions for milk</li> </ul>  |
|        |   | 2 | <p>Quantified limit for sugar or calories</p> <p><b>Example:</b> “Milk shall contain no more than 22 g of sugar per 8 ounces.”</p>  |
| NG48+* | <p>Addresses limiting <u>fat content of milk</u></p> <p>*See Coding Appendix for additional clarification<br/>*If 23b=2 refer to 23b for coding guidance</p>  | 0 | <p>Not mentioned. Mentioning nonfat or low-fat dairy <u>products/foods</u> does not qualify for a “1” or “2.” If policy explicitly allows whole milk, code as a “0.”</p>  |
|        |   | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Limiting milk to only low-fat (1%) or non-fat/skim is specified but suggested, time- or location- specific, subject to principal’s discretion, or weakened by other exceptions</li> <li>Full-fat milk is prohibited, but reduced-fat (2%) milk is allowed</li> <li>Policy mentions that non-fat/skim, low-fat (1%), or reduced-fat (2%) milk are “allowed,” “offered,” or “provided” without specifying “<u>only</u>”</li> <li>Restrictions on fat content of milk only apply to a percentage of beverages</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>“In high school, reduced fat, low-fat or skim milk may be sold.”</li> <li>“Schools shall offer fat-free milk where beverages are sold.”</li> <li>“At least 50% of beverage selections...shall be 100% fruit juice, <u>low fat or fat free milk</u>, and unflavored or unsweetened water.”</li> </ul>  |
|        |   | 2 | <p><u>Only</u> low-fat (1%) or non-fat/skim milk is allowed (i.e., reduced-fat [2%] AND full-fat are <u>prohibited</u>).</p>  |

## Section 3. Nutrition Standards for Competitive and Other Foods and Beverages *(continued)*

|        |   |   |  |
|--------|---|---|--|
| NG49   | <p>Addresses <u>serving size</u> limits for beverages</p> <p>*If 23b=2 refer to 23b for coding guidance</p>   | 0 | Not mentioned. If policy specifies <u>2005 Dietary Guidelines for Americans</u> and <u>no other standards</u> , code as a 0.   |
|        |   | 1 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Limit for drinks other than water is greater than 12 ounces</li> <li>• Limit is suggested, time- or location-specific, subject to principal's discretion, or weakened by other exceptions</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• "All beverages other than water and milk shall be 12oz or less."</li> <li>• "The district shall consider sugar content, fat content, portion size, and lack of nutrients in all F&amp;B sold or served to students."</li> </ul>  |
|        |   | 2 | Limit for drinks other than water is 12 ounces or less   |
| NG50+* | <p>Addresses <u>limiting caffeine</u> content of beverages (with the exception of trace amounts of naturally occurring caffeine substances)</p> <p>*See Coding Appendix for additional guidance</p> <p>*If 23b=2 refer to 23b for coding guidance</p> | 0 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Indicates that percent of beverage items must meet the nutrition guidelines and allows electrolyte replacement drinks/isotonic/sports drinks</li> </ul>   |
|        |   | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Limit is not quantified</li> <li>• Limit is suggested, time- or location-specific, subject to principal's discretion, or weakened by other exceptions</li> <li>• Restrictions apply to a percentage of beverages</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• "Flavored water shall be caffeine-free."</li> <li>• "50% of all beverages offered shall be milk, water, and 100% juice."</li> <li>• "100% of all beverages should be limited to milk, water, and 100% juice."</li> </ul>   |
|        |   | 2 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Beverages with added caffeine are prohibited</li> <li>• Quantified limits are required</li> <li>• All allowable beverages are caffeine-free</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• "All beverages shall be caffeine-free, with the exception of trace amounts of naturally occurring caffeine substances."</li> <li>• "Allows only low-calorie beverages including flavored, non-caffeinated water."</li> <li>• "Allows only non-caffeinated water, juice, and milk"</li> <li>• "100% of all beverages offered shall be milk, water, and 100% juice."</li> </ul> |
| NG51+  | <p>Addresses access to <u>(free) drinking water</u></p>   | 0 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned.</li> <li>• Policy only addresses the sale of bottled water.</li> <li>• Providing access to drinking water/fountains only during meal periods/in the cafeteria.</li> <li>• Allowing students to bring in bottled water from home.</li> <li>• Only addresses water available in the context of PE/PA</li> </ul> <p><b>Example:</b> "Schools should ensure that students have access to appropriate hydration and are encouraged to make use of it during PA."</p>  |
|        |   | 1 | <p>Availability of free water is suggested or encouraged</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• "Water shall be accessible during hours of school operation through choices such as drinking fountains or vending machines."</li> </ul>   |
|        |   | 2 | <p>Free water is always available</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• "Students and staff will have access to free, safe, and fresh drinking water throughout the school day."</li> <li>• "Drinking water fountains will be made available to students and staff throughout the school building."</li> <li>• "Students will be provided access to drinking water throughout the day."</li> </ul>  |

## Section 4. Physical Education (Note: See appendix for additional PE-related guidance)

Many states list National Association for Sport & Physical Education (NASPE) standards or the American Alliance for Health, Physical Education, Recreation and Dance standards (of which NASPE standards are a part). Only code a "2" for items with NASPE defaults if district actually requires schools to follow NASPE standards, and it is clear from the context of the statement that NASPE standards apply to those items. If NASPE standards are suggested, code as a "1."

|         |   |   |
|---------|---|---|
| PE52a+* | <p>PE mentioned</p> <p>*See Appendix for clarification on this item</p>                           | <p>0 No mention of PE anywhere in the policy</p> <p>1 Any mention of PE</p>   |
| PE52    | <p>Addresses physical education curriculum/program for <u>each grade level</u></p>                | <p><b>0</b></p> <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• PE is included in the HE curriculum</li> </ul> <p><b>Example:</b> • "Division HE curriculum standards and guidelines address both nutrition and PE."</p> <p><b>1</b></p> <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Unclear if each grade has a physical education curriculum/program</li> <li>• A curriculum is identified but limited to only some grade levels</li> <li>• Addresses minimum amount of time for physical education but does not mention curriculum/program</li> </ul> <p><b>Example:</b> • "Physical education will be provided in K-8" (in a district that extends beyond 8<sup>th</sup> grade)</p> <p><b>2</b></p> <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Clear that district has a PE curriculum/program for each grade (e.g., policy describes a general PE curriculum/program for "K-12," "all levels," or "all students")</li> <li>• Clear that PE/PE program is provided for "K-12," "all levels" or "all grades" and mentions time requirements (without using the word "curriculum").</li> </ul> <p><b>Example:</b> • "The PE Committee will submit for approval a K-12 comprehensive curriculum/program. All students in grades 1-5 will be scheduled for PE instruction in accordance with state law. All students in grades 6-8 and 9-11 shall participate in the instructional program of PE. PE in 12<sup>th</sup> grade is an elective."</p> |
| PE53+   | <p>Addresses <u>time</u> per week of physical education for <u>elementary school</u> students</p> | <p><b>0</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Suggests that schools follow "national PE standards or nationally recognized guidelines for PE and PA" without mentioning National Association for Sport and Physical Education (NASPE) standards.</li> </ul> <p><b>1</b></p> <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Suggests but does not require 150 minutes/week</li> <li>• Specifies total amount of physical education, but it is less than 150 minutes/week</li> <li>• <u>Suggests</u> that schools follow NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE)</li> <li>• Specifies number of times per week without duration</li> <li>• Time is specified for overall physical activity that specifically includes physical education</li> <li>• Requires schools to follow "national PE standards or nationally recognized guidelines for PE and PA" without mentioning NASPE standards.</li> </ul> <p><b>2</b></p> <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Requires 150 minutes/week or more of physical education</li> <li>• <u>Requires</u> schools to follow NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE)</li> </ul>   |

## Section 4. Physical Education (*continued*)

|       |  |   |   |
|-------|--|---|---|
| PE54+ | Addresses <u>time</u> per week of physical education for <u>middle school</u> students | 0 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Suggests that schools follow “national PE standards or nationally recognized guidelines for PE and PA” without mentioning NASPE standards.</li> </ul>  |
|       |  | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Suggests but does not require 225 minutes/week</li> <li>• Specifies total amount of physical education, but it is less than 225 minutes/week</li> <li>• <u>Suggests</u> that schools follow NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE)</li> <li>• Specifies number of times per week without duration</li> <li>• Time is specified for overall physical activity that specifically includes physical education</li> <li>• Requires schools to follow “national PE standards or nationally recognized guidelines for PE and PA” without mentioning NASPE standards.</li> </ul> |
|       |  | 2 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Requires 225 minutes/week or more of physical education</li> <li>• <u>Requires</u> schools to follow NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE)</li> </ul>   |
| PE55+ | Addresses <u>time</u> per week of physical education for <u>high school</u> students   | 0 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Suggests that schools follow “national PE standards or nationally recognized guidelines for PE and PA” without mentioning NASPE standards.</li> </ul>  |
|       |  | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Suggests but does not require 225 minutes/week</li> <li>• Specifies total amount of physical education, but it is less than 225 minutes/week</li> <li>• <u>Suggests</u> that schools follow NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE)</li> <li>• Specifies number of times per week without duration</li> <li>• Time is specified for overall physical activity that specifically includes physical education</li> <li>• Requires schools to follow “national PE standards or nationally recognized guidelines for PE and PA” without mentioning NASPE standards.</li> </ul> |
|       |  | 2 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Requires 225 minutes/week or more of physical education</li> <li>• <u>Requires</u> schools to follow NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE)</li> </ul>   |

## Section 4. Physical Education (*continued*)

|       |   |  |  |
|-------|---|--|--|
| PE56+ | Physical education promotes a <u>physically active lifestyle</u>  | 0  | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Suggests that schools follow “national PE standards or nationally recognized guidelines for PE and PA” without mentioning NASPE standards.</li> </ul>   |
|       |   | 1  | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Suggests that physical education classes promote a physically active lifestyle</li> <li>• Suggests that physical education programs focus on self-assessment</li> <li>• Suggests that schools follow NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE)</li> <li>• Requires schools to follow “national PE standards or nationally recognized guidelines for PE and PA” without mentioning NASPE standards.</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <i>“Physical education programs should promote an active lifestyle.”</i></li> <li>• <i>“...schools will take a wellness approach to PE”</i></li> <li>• <i>“Health education will complement PE by reinforcing knowledge, skills, etc...needed to maintain a physically active lifestyle.”</i></li> </ul> |
|       |   | 2  | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Requires physical education to teach lifetime activities</li> <li>• <u>Requires</u> schools to follow NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE)</li> <li>• Focuses on self-assessment through a “Fitnessgram” or “Activitygram.”</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <i>“Physical education shall focus on personal fitness.”</i></li> <li>• <i>“...shall provide all students physical education that teaches them the skills needed for lifelong physical fitness.”</i></li> <li>• <i>“Schools will provide PE and NE for all students to foster lifelong habits of healthy eating and physical activity.”</i></li> </ul>   |
| PE57  | Specifies <u>competency assessment</u> (i.e., knowledge, skills, or practice)   | <p><b>Note: This item refers to an assessment that is part of the regular physical education curriculum that determines whether students are learning the skills and other content appropriate for their grade (e.g., sports rules). President’s Challenge Fitness Test does not qualify for a “1” or “2.”</b></p> |  |
|       |   | 0  | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Suggests that schools follow “national PE standards or nationally recognized guidelines for PE and PA” without mentioning NASPE standards.</li> </ul>   |
|       |   | 1  | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• A competency assessment or assessment of knowledge, skills, or practice is suggested and/or vague</li> <li>• Mentions NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE)</li> <li>• Requires schools to follow “national PE standards or nationally recognized guidelines for PE and PA” without mentioning NASPE standards</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <i>“...will promote rubrics that objectively evaluate and encourage active participation in physical education in all classes K-12.”</i></li> <li>• <i>“Students should be able to demonstrate [physical education] competency through application of knowledge, skill development, and practice.”</i></li> </ul>  |
| 2     | <p>Requires a competency assessment or assessment of knowledge, skill, or practice as part of the physical education curriculum. NASPE standards do not qualify for a “2.”</p> <p><b>Example:</b> <i>“Students shall be able to demonstrate [physical education] competency through application of knowledge, skill development, and practice.”</i></p> |  |  |



## Section 4. Physical Education (*continued*)

|      |  |   |  |
|------|--|---|--|
| PE58 | Addresses <u>physical education quality</u>  | 0 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Not mentioned</li> <li>Suggests that schools follow “national PE standards or nationally recognized guidelines for PE and PA” without mentioning NASPE standards.</li> </ul>  |
|      |  | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Vague and/or suggested</li> <li>Suggests NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE)</li> <li>Only addresses “comprehensive” PE (without mentioning sequential, systematic, standards-based, etc.)</li> <li>Requires schools to follow “national PE standards or nationally recognized guidelines for PE and PA” without mentioning NASPE standards.</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>“A quality physical education program will be provided to all students.”</li> <li>“The curriculum frameworks of the state Department of Education will serve as primary guidance concerning the PE topics.”</li> </ul>   |
|      |  | 2 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>Physical education curriculum is aligned with academic standards or benchmarks, comprehensive in scope and sequence. Possible wording: [“ongoing,” “sequential,” “systematic,” and/or “standards-based.”]</li> <li>Requires schools to follow NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE)</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>“The district’s PE program shall be based on research, consistent with the expectations established in the state’s curriculum frameworks and content standards.”</li> </ul>  |
| PE59 | Physical education program promotes <u>inclusive play</u>  | 0 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Not mentioned.</li> <li>“Age appropriate” play or accommodations for disabled/special health care needs does not qualify for a “1” or “2.”</li> <li>Suggests that schools follow “national PE standards or nationally recognized guidelines for PE and PA” without mentioning NASPE standards.</li> </ul>   |
|      |  | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Vague and/or suggested</li> <li>Suggests NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE)</li> <li>Requires schools to follow “national PE standards or nationally recognized guidelines for PE and PA” without mentioning NASPE standards.</li> </ul> <p><b>Example:</b></p> <p>“This program (PE) shall be flexible enough to accept each student with his/her pattern of growth and development and include activities that assure both individual and group development throughout the student’s school years.”</p>  |
|      |  | 2 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>Requires efforts to discourage bullying, restrict picking teams, promote confidence building, encourage good sportsmanship, cooperation, includes students who are not athletically gifted, subject to the differing capabilities of students, and/or provide physical education choices that match ability</li> <li>Requires schools to follow NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE)</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>“The physical education program shall meet the needs of all students, including those who are not athletically gifted, and teach cooperation, fair play, and responsible participation.”</li> <li>“PE provides opportunities for non-competitive or individual activities.”</li> </ul> |
| PE60 | Addresses <u>physical education classes, courses, or credits</u> as an important part of the curriculum (i.e., on same par as other academic subjects) | 0 | Not mentioned  |
|      |  | 1 | Suggested that physical education classes, courses, or credits count toward graduation and/or GPA  |
|      |  | 2 | Required that physical education classes or credits count toward graduation and/or GPA   |

## Section 4. Physical Education (continued)

|      |  |   |   |
|------|--|---|---|
| PE61 | Addresses <u>frequency of required physical education</u> (daily)                  | 0 | <b>Either of the following:</b> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Frequency required/suggested but LESS than daily.</li> </ul>  |
|      |  | 1 | Suggested that students will receive daily physical education<br><b>Example:</b> <i>“Physical education should be provided every day.”</i>  |
|      |  | 2 | Required that all students receive daily physical education<br><b>Example:</b> <i>“Physical education will be provided on a daily basis.”</i>   |
| PE62 | Addresses <u>teacher-student ratio</u> for physical education                      | 0 | Not mentioned   |
|      |  | 1 | Vague and/or suggested<br><b>Examples:</b> <ul style="list-style-type: none"> <li>• <i>“For PE classes, the district shall staff those classes to provide for student safety and maximize student participation.”</i></li> <li>• <i>“PE classes will have student/teacher ratios similar to those used in other classes.”</i></li> <li>• <i>“PE class size is consistent with the requirement of good instruction and standing.”</i></li> </ul>   |
|      |  | 2 | Specific and required   |
| PE63 | Addresses <u>safe and adequate equipment and facilities</u> for physical education | 0 | <b>Any of the following:</b> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Generic statements about safe environment/facilities that do not mention PE or indicative of equipment used for PE</li> <li>• Suggests that schools follow “national PE standards or nationally recognized guidelines for PE and PA” without mentioning NASPE standards.</li> </ul> <b>Example:</b> <i>“Creating a positive environment for PA – All schools in the district will provide a physical and social environment that encourages safe and enjoyable activity for all students...”</i>   |
|      |  | 1 | <b>Any of the following:</b> <ul style="list-style-type: none"> <li>• Suggested or encouraged</li> <li>• <u>Mentions</u> NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE)</li> <li>• Requires schools to follow “national PE standards or nationally recognized guidelines for PE and PA” without mentioning NASPE standards.</li> <li>• Indicates that play areas, facilities and equipment used for PA shall meet accepted standards</li> </ul> <b>Examples:</b> <ul style="list-style-type: none"> <li>• <i>“Physical activity facilities (and/or equipment) on school grounds shall be safe.”</i></li> <li>• <i>“Pursuant to district XYZ, PE is required to be offered to all pupils, therefore, schools are required to provide adequate facilities and instructional resources for the institution.”</i></li> </ul> |
|      |  | 2 | Ensures that equipment and facilities specifically used for PE are safe and adequate. NASPE standards do not qualify for a “2.”<br><b>Example:</b> <i>“The physical education program shall be provided adequate space and equipment and conform to all applicable safety standards.”</i>   |

## Section 4. Physical Education (continued)

|       |  |   |  |
|-------|--|---|--|
| PE64+ | Addresses amount of time devoted to <u>moderate to vigorous activity</u> in physical education   | 0 | Not mentioned. Recess and other physical activities do not qualify; must be PE specific.   |
|       |  | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Suggested</li> <li>• Duration is not specified</li> <li>• Duration is less than 50% of class time</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <i>"The physical education program shall devote <u>as much class time as possible</u> to moderate and vigorous activity."</i></li> <li>• <i>"All students shall have opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education, recess, school athletic programs, and extracurricular programs."</i></li> </ul>   |
|       |  | 2 | <p>At least 50% of class time is designated for moderate to vigorous activity</p> <p><b>Example:</b> <i>"All physical education classes to include at least 50% of moderate to vigorous activity in all or most lessons."</i></p>  |
| PE65+ | <p>Addresses <u>qualifications</u> for physical education <u>instructors</u></p> <p><b>Note: This item assesses whether PE must be taught by someone with a state or national PE endorsement (e.g., licensure or certification). This is <u>not</u> measuring whether the state has specific criterion for someone seeking to receive an endorsement in PE (e.g., minimum # hours) or to become a PE educator.</b></p> | 0 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned or not suggestive of credentials/qualifications</li> <li>• Suggests that schools follow "national PE standards or nationally recognized guidelines for PE and PA" without mentioning NASPE standards.</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <i>"PE instructors and PE teacher assistants, under the direction of the PE instructor, will teach PE classes"</i></li> </ul>  |
|       |  | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Credentials are vaguely referred to or suggested</li> <li>• Suggests NASPE Standards or the standards of the American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE).</li> <li>• Requires schools to follow "national PE standards or nationally recognized guidelines for PE and PA" without mentioning NASPE standards.</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <i>"Physical education shall be taught by <u>appropriate staff</u>."</i></li> <li>• <i>"When possible, physical education will be taught by a licensed instructor."</i></li> <li>• <i>"Certified teachers will teach all PE and health classes."</i></li> <li>• <i>"...PE shall be taught by <u>highly qualified staff</u>..."</i></li> <li>• <i>"...PE will be taught by <u>competent staff</u>..."</i></li> </ul> |
|       |  | 2 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Requires that physical education be taught by a licensed instructor</li> <li>• <u>Requires</u> schools to follow NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE)</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <i>"Physical education will be taught by a licensed instructor."</i></li> <li>• <i>Health and PE classes will be taught by certified health and PE instructors at the secondary levels, 7-12" (code this for MS/HS)</i></li> </ul>  |
| PE66  | District provides <u>physical education training</u> for physical education <u>teachers</u>  | 0 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Staff only receive training/professional development related to PA without mention of PE</li> </ul>   |
|       |  | 1 | <p>Suggested that all staff or PE staff receive PE-related training/professional development</p> <p><b>Example:</b> <i>"All staff involved in PE <u>should</u> be provided with opportunities for professional development."</i></p>   |
|       |  | 2 | <p>Provision of PE training is required for PE teachers. If <u>PE-specific training</u> is provided for a broader set of staff or teachers, it is assumed that PE teachers are included and will receive PE training too.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <i>"Ensures PE staff will receive professional development on a yearly basis."</i></li> <li>• <i>"...shall provide staff with adequate training in PE."</i></li> </ul>  |

## Section 4. Physical Education (continued)

|                            |   |   |  |
|----------------------------|---|---|--|
| PE67                       | Addresses <u>physical education waiver requirements</u> (e.g., substituting physical education requirement with other activities)   | 0   | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>Not mentioned</li> <li>Waivers for physical education are explicitly allowed in all instances</li> </ul> <p><b>Example:</b> <i>"Unless otherwise exempted, all students will be required to engage in the physical education program." (An exemption could include physical education waivers.)</i></p>  |
|                            |   | 1   | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>Waivers for physical education are discouraged</li> <li>Waivers for physical education are prohibited with the exception of substituting physical activities (e.g., team sports) for physical education</li> </ul> <p><b>Example:</b> <i>"Academic activities shall not take the place of physical education. However, students on the school's sports teams may substitute participation for physical education credits".</i></p>   |
|                            |   | 2   | Prohibits substituting physical education with other activities, including physical activities. If waivers are prohibited with the exception of Individual(ized) Academic Plans (IAP) or Individual(ized) Education Plans (IEP), code as a "2." If the policy coding is grade level-specific, code as a "2" for the elementary level if the policy prohibits recess from taking the place of physical education.   |
| PE68*                      | <p>Requires students to participate in an <u>annual health assessment</u> (e.g., fitness, fitnessgram,, or Body Mass Index [BMI], body composition, height/weight measurement)</p> <p>*See Appendix for additional clarification on Fitnessgram/BMI/body composition/ height and weight</p>   | <p><b>Note: This item refers to a district-wide, systematic assessment after which parents are typically notified about their child's results</b></p> |  |
|                            |   | 0   | Not mentioned  |
|                            |   | 1   | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>Vague, suggested, and/or unclear how often</li> <li>Assessment is specific and required, but a positive approach to communicating results is not mentioned</li> <li>Fitnessgram-type of language without including reporting language (see Appendix for sample language)</li> <li>Annual health assessment is required, but only for certain grade levels</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li><i>"...shall introduce developmentally appropriate components of Connecticut Physical Fitness Assessment."</i></li> <li><i>"Schools will sponsor jointly with the local health department the screening of students for vision, hearing, and height/weight/body mass index for age."</i></li> <li><i>"During the months of Feb., March, or May, students in grades 5, 7, and 9 shall undergo the physical performance testing by the state BOE. Students shall be provided with their individual results after completing the physical performance testing."</i></li> </ul> |
| 2                          | <p>Type of assessment is specified and required, assessment is annual, and a positive approach to communicating results is mentioned</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li><i>"Confidential health reports will be sent directly to parents and will include additional resources."</i></li> <li><i>"Physical education teachers will assist students in interpreting their personal attainments and compare them to national physical activity recommendations."</i></li> </ul> |   |  |
| PE68a+*<br>(ch. 7 of mono) | <p>Body Mass Index (BMI)/body composition/ height/weight measurement</p> <p>*See Appendix for additional clarification on Fitnessgram/BMI/body composition/ height and weight</p>   | 0   | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>Not mentioned</li> <li>Health assessment/screening not specific to BMI</li> </ul> <p><b>Example:</b> <i>"Statute requires the County Health Dept. w/ the School District Board to develop a plan that includes provisions for Growth and Development Screening."</i></p>   |
|                            |   | 1   | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>BMI/body composition/fitnessgram/height and weight measurement suggested/encouraged (not required) with or without parental reporting</li> <li>BMI/body composition/fitnessgram/height and weight measurement required for some but not all grades within the grade range (e.g., ES, MS, or HS) with or without parental reporting</li> </ul> <p><b>Example:</b> <i>"Schools will sponsor jointly w/the local health department the screening of students for vision, hearing, and height/weight/body mass index for age."</i></p>   |
|                            |   | 2   | BMI/body composition/fitnessgram/height and weight measurement required <u>no</u> parental reporting required  |
|                            |   | 3   | BMI/body composition/fitnessgram/height and weight measurement required <u>with</u> parental reporting required  |

## Section 5. Physical Activity

|       |  |   |  |
|-------|--|---|--|
| PA69+ | <p><u>Federal Wellness</u>: Includes goals for physical activity that are designed to promote student wellness in a manner that the local education agency determines is appropriate</p> | 0 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>Physical activity is not mentioned</li> <li>Policy clearly detracts from requirement</li> </ul>  |
|       |  | 1 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>Physical activity goal is implied</li> <li>Policy <u>only</u> repeats the language of the federal wellness requirement regarding physical activity</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li><i>"The district is committed to physical activity."</i></li> <li><i>"Includes goals for physical activity designed to promote student wellness in a manner that the local educational agency determines is appropriate," (and no physical activity goals are stated).</i></li> </ul>   |
|       |  | 2 | <p>Any physical activity goal is mentioned</p> <p><b>Example:</b> <i>"Schools should provide regular physical activity."</i></p>   |
| PA70+ | <p>Physical activity provided for <u>every grade level</u></p>   | 0 | Not mentioned  |
|       |  | 1 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>Suggested</li> <li>Mentions provision of physical activity to "students," but it is unclear that each grade will receive physical activity outside of physical education</li> </ul> <p><b>Example:</b> <i>"...provide adequate time for students to be engaged in physical activity, which includes physical education, recess, and co-curricular activities."</i></p>   |
|       |  | 2 | <p>Clear that each grade will receive physical activity outside of physical education</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li><i>"Physical activity will be integrated across the curricula for all grades (K-12) and throughout the school day."</i></li> <li><i>"All students will have opportunities, encouragement and support to engage in physical activity on a regular basis"</i></li> <li><i>"All students shall have opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education, recess, school athletic programs, and extracurricular programs."</i></li> </ul> |

## Section 5. Physical Activity (continued)

|        |   |  |
|--------|---|--|
| PA72+* | <p>Regular physical activity opportunities are <u>provided throughout the day</u> (NOT including recess)</p> <p>*See Appendix for additional clarification.</p> | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Only addresses physical activity <u>before</u> or <u>after</u> school</li> <li>• Only refers to testing periods</li> </ul> <p>0 <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “Students will be given opportunities for PA on a regular/daily basis. Opportunities for PA shall be provided through before and after school programs and, extracurricular/interscholastic activities and programs.”</li> <li>• “When mandatory school-wide testing makes it necessary for students to be inactive for extended periods of time, schools will give students periodic breaks to stand and be moderately active”.</li> </ul>  |
|        |   | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Vague and/or suggested</li> <li>• Addresses PA for all students in the classroom setting without addressing frequency</li> <li>• Only addresses physical activity breaks relative to testing periods.</li> </ul> <p>1 <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “All students will have opportunities, encouragement and support to engage in physical activity on a regular basis”</li> <li>• “Classrooms shall incorporate, where possible, appropriate, short breaks that include physical movement.”</li> <li>• “The district will encourage teachers to integrate PA into the curriculum where appropriate.”</li> <li>• “PA will be integrated into the classroom setting (into the classroom setting is vague and does not specify throughout the SD).”</li> <li>• “Students do not have periods of two or more hours of inactivity.”</li> </ul>  |
|        |   | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Regular physical activity throughout the day is required</li> <li>• Policy requires training for teachers on activities that incorporate physical activity throughout the day</li> </ul> <p>2 <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “Physical activity opportunities shall be offered daily during the school day.”</li> <li>• “Shall provide Take 10! training to all teachers.”</li> <li>• “All students will have opportunities, encouragement and support to engage in physical activity throughout the school day/on a daily basis”</li> <li>• “For students to receive the nationally recommended 60 minutes of daily PA and for students to fully embrace PA as a personal behavior, students need opportunities for PA beyond PE classes. Toward that end: opportunities for PA will be incorporated into other subject areas.”</li> <li>• “Students shall be provided physical activity breaks throughout the school day.”</li> </ul> |
| PA73   | <p>Addresses physical activity through <u>intramurals or interscholastic</u> activities</p>   | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Mentions co-curricular” or “extra-curricular” but doesn’t specify PA/sports/etc. (i.e., vague so it could include band, theater, etc.)</li> </ul> <p>0</p>  |
|        |   | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Provision is suggested</li> <li>• A list of physical activities that <u>should</u> be offered includes intramurals</li> <li>• “Co-curricular” or “extra-curricular” or “non-competitive” sports teams suggested</li> </ul> <p>1 <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Intramural offerings <u>should</u> be maintained at present levels and steadily increased to accommodate elementary, middle and high school grades.”</li> <li>• “The district...will create wider opportunities for students to participate in before- and after-school PA programs like intramurals or clubs”</li> </ul>   |
|        |   | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Provision of intramurals or interscholastic activities is required</li> <li>• Co-curricular or extra-curricular or non-competitive sports teams required to be offered</li> <li>• A list of physical activities that <u>shall</u> be offered includes intramurals</li> </ul> <p>2 <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Intramural offerings shall be maintained at present levels and steadily increased to accommodate elementary, middle and high school grades.”</li> <li>• “All students shall have opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education, recess, school athletic programs, and extracurricular programs.”</li> </ul>   |

## Section 5. Physical Activity (continued)

|       |   |   |  |
|-------|---|---|--|
| PA74  | Addresses <u>community use of school facilities</u> for physical activity outside of the school day | 0 | Not mentioned  |
|       |   | 1 | Availability of school facilities for physical activity is suggested<br><b>Example:</b> <i>"The district should allow community-based organizations to use facilities outside school hours."</i>   |
|       |   | 2 | <b>Either of the following:</b> <ul style="list-style-type: none"> <li>States effort to <u>promote</u> the use of facilities</li> <li>Ensures that facilities will be available</li> </ul> <b>Examples:</b> <ul style="list-style-type: none"> <li><i>"The district shall promote the use of school facilities outside of school hours for physical activity programs offered by community-based organizations."</i></li> <li><i>"Schools shall provide an environment that includes school facilities that support PA/PE...schools shall also provide an environment that enforces...shared/joint use agreements."</i></li> </ul> |
| PA75  | Addresses <u>safe active routes</u> to school   | 0 | Not mentioned  |
|       |   | 1 | Vague and/or suggested<br><b>Example:</b> <i>"The school district may consider programs such as promoting safe and walkable routes to school."</i>   |
|       |   | 2 | Ensures effort to promote safe active routes to school (e.g., by seeking funding, working with local transit, organizing walking school bus, or ensuring safe walking paths)<br><b>Example:</b> <i>"Each school is responsible for working with community groups to facilitate and promote walking and biking to school by students and staff using safe routes and safe practices."</i>   |
| PA76+ | Addresses not using physical activity (extra or restricted) as <u>punishment</u>                    | 0 | Not mentioned  |
|       |   | 1 | Discouraged<br><b>Example:</b> <i>"Students <u>should</u> not be pulled out of physical education for any other content area instruction or punishment."</i>   |
|       |   | 2 | Prohibited. Prohibition with exceptions for Individual(ized) Academic Plans (IAP) or Individual(ized) Education Plans (IEP) qualifies for a "2."<br><b>Example:</b> <i>"Staff members shall not deny participation in recess or other physical activity opportunities as a form of discipline or punishment unless the safety of students is in question."</i>   |
| PA77+ | Addresses <u>recess frequency or amount</u> in <u>elementary</u> school                             | 0 | <b>Either of the following:</b> <ul style="list-style-type: none"> <li>Not mentioned</li> <li>Less than daily recess specified</li> </ul>  |
|       |   | 1 | <b>Either of the following:</b> <ul style="list-style-type: none"> <li>Daily recess frequency suggested</li> <li>Recess is included in a list of possible activities where a frequency is specified (i.e., "daily")</li> </ul> <b>Examples:</b> <ul style="list-style-type: none"> <li><i>"students will be given opportunities...to be physically active through developmentally appropriate <u>daily</u> activities such as recess, PE, etc...."</i></li> <li><i>"Supervised recess time should be provided to all students <u>within each school day</u> at all elementary schools."</i></li> </ul>                             |
|       |   | 2 | Specific and required<br><b>Examples:</b> <ul style="list-style-type: none"> <li><i>"All elementary school students shall have <u>daily</u> recess..."</i></li> <li><i>"Elementary students in grades 1 through 6 will be provided a time for supervised, outdoor recess daily, weather permitting"</i></li> <li><i>"Students will be given opportunities to be physically active during the SD through <u>daily</u> recess, PE classes, and integration of PA into the classroom."</i></li> </ul>   |

## Section 5. Physical Activity (continued)

|      |  |   |  |
|------|--|---|--|
| PA78 | Addresses recess <u>quality to promote physical activity</u> | 0 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Only stating that recess will be “supervised,” “unstructured,” or “safe” does not qualify for a “1” or “2” because these do not exceed what is conventionally expected of recess.</li> <li>• Generic statements about safe environment/ facilities that are not recess-specific.</li> </ul>  |
|      |  | 1 | <p>Vague and/or suggested</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “Daily recess shall be provided, preferably outdoors”</li> <li>• “Students at the elementary level will have the opportunity to participate in daily recess and physical activity, including time for unstructured (but supervised) active play.”</li> <li>• “Students should or will be given opportunities to be physically active during the SD through daily recess, PE classes, and integration of PA into the classroom.”</li> <li>• “Recess shall be held outdoors, when possible.”</li> <li>• “All students shall have opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education, recess, school athletic programs, and extracurricular programs.”</li> </ul> |
|      |  | 2 | <p>Requires specific strategies encouraging physical activity and/or outdoor play, even if it refers to elementary students only</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “All elementary school students shall have daily recess, during which schools shall provide space, equipment and an environment conducive to safe and enjoyable activity.”</li> <li>• “Elementary school students shall be provided outdoor recess daily”</li> </ul>   |



## Section 6: Staff PA/Wellness/Modeling

|      |  |   |   |
|------|--|---|---|
| PA71 | Includes physical activity opportunities for school staff  | 0   | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Training for teachers in PA to promote enjoyable lifelong PA for themselves and students</li> </ul> <p><b>Example:</b> • "...will incorporate PA into 1 of 3 professional days for school staff."</p>  |
|      |  | 1   | <p>Provision is suggested</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• "...should promote periodic and ongoing programs to increase the activity choices for faculty and staff."</li> <li>• "School district will encourage school staff to participate in PA..."</li> <li>• "The district desires to provide a comprehensive program promoting healthy eating and PA for district students and staff."</li> </ul>  |
|      |  | 2   | Provision is required   |
| CP80 | Includes <u>staff wellness</u> programs specifically addressing the health of staff  | <p><b>Note: The focus of this variable is on staff wellness generally so the policy does not have to address both nutrition education and PA to get credit; either one will suffice for credit.</b></p> |   |
|      |  | 0   | <p>Not mentioned. If policy encourages staff health but does not offer any programs or education, code as a "0."</p> <p><b>Example:</b> "School staff will be encouraged to improve their own health and wellness in relation to nutrition and physical activity."</p>  |
|      |  | 1   | <p>Program suggested or suggestion of staff wellness council/committee</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• "...will <u>promote</u> periodic and ongoing programs to increase nutritional knowledge and activity for faculty and staff."</li> <li>• "...the school district highly values the health and well being of staff members with plans and policies that support personal efforts by staff to maintain a healthy lifestyle."</li> <li>• "Employee wellness education and involvement will be promoted at suitable school activities."</li> <li>• "The district desires to provide a comprehensive program promoting healthy eating and PA for district students and staff."</li> </ul> |
| 2    | <p>Program required</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• "Presentations on nutrition will be provided to staff."</li> <li>• "Activity programs will be available for staff, and gym memberships will be subsidized."</li> <li>• "Health and wellness classes will be offered to staff."</li> </ul> |   |   |
| CP82 | Encourages staff to <u>role model healthy behaviors</u>  | 0   | Not mentioned   |
|      |  | 1   | <p>Suggested that staff be encouraged to model healthy behavior</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• "Each school in the district <u>should</u> encourage staff to model..."</li> <li>• "It will be necessary for not only the staff, but also the parents and the public to be involved in a community-wide effort to promote, support, and <u>model</u> such healthy eating behaviors."</li> </ul>  |
|      |  | 2   | <p>Required that staff shall be encouraged to model healthy behavior</p> <p><b>Example:</b> "Staff <u>will be</u> encouraged to model healthy eating and physical activity as a valuable part of daily life."</p>   |

## Section 7. Stakeholder Involvement/Feedback

|  |   |  |
|--|---|--|
| CP79*  | <p><u>Federal Wellness</u>: Involve parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy</p> | <p><b>Note:</b> This should have happened in the past because it deals exclusively with policy DEVELOPMENT; however since language may not have been updated, code future orientation (i.e., “shall form a committee”) the same as present orientation.</p>  |
|  |   | <p>0 Neither policy nor supporting documentation specifies who was on policy development team or only specifies who shall be involved in revising the policy, monitoring implementation, or developing additional policies. Participating in the wellness planning process mentioned in the policy does not count for this item.</p>   |
|  |   | <p>1 Policy (or supporting documentation) specifies who was on policy development team, but not all required groups were represented. Even if only one of the stakeholder categories is missing, code as a “1.”</p>  |
|  |   | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Policy (or supporting documentation) specifies who was on policy development team, and <u>all</u> required groups were represented</li> <li>• Names of individuals are listed on the cover of the WP and it clearly states that these individuals were involved with development of the WP and <u>all</u> required groups are represented.</li> <li>• The WP states that the Board adopted the policy and indicates that all required participants are involved in developing the district wellness plan (implementation regulations).</li> </ul> <p>2 <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “The school district will engage students, parents, school administrators, food service professionals, school board, and other interested community members in developing, implementing, monitoring, reviewing, and revising district nutrition and PA policies.”</li> <li>• “A district-wide wellness advisory committee has been established for the purpose of assessing the nutrition and PA environment throughout the district and is in compliance with current laws and regulations.” (and all required groups are listed).</li> </ul> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Parents</li> <li>• Students</li> <li>• School food authority</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• School Board</li> <li>• School administrators</li> <li>• Public</li> </ul> </td> </tr> </table> |
| <ul style="list-style-type: none"> <li>• Parents</li> <li>• Students</li> <li>• School food authority</li> </ul> | <ul style="list-style-type: none"> <li>• School Board</li> <li>• School administrators</li> <li>• Public</li> </ul>   |  |

**Section 7. Stakeholder Involvement/Feedback (continued)**

|       |   |   |   |
|-------|---|---|---|
| CP85* | Addresses <u>methods</u> to solicit or encourage <u>input</u> from stakeholder groups (e.g. two-way sharing)<br><br>*See also decision rule table.                  | 0 | Not mentioned   |
|       |   | 1 | Specific methods suggested<br><br><b>Example:</b> <i>"The Superintendent or designee shall recommend for Board approval specific quality indicators...to measure implementation. These measures shall include feedback from food service personnel, school administrators, the school health council, parents/guardians, students and other appropriate persons."</i>   |
|       |   | 2 | Required to solicit input from stakeholders, and specific methods are named<br><br><b>Examples:</b> <ul style="list-style-type: none"> <li>• "Students <u>will</u> be given the opportunity to provide input on local, cultural, and favorite ethnic foods."</li> <li>• "The school will consider student needs in planning for a healthy school nutrition environment. Students will be asked for input and feedback through the use of student surveys and attention will be given to their comments."</li> <li>• "Shall provide periodic food promotions to encourage taste testing of healthy new foods being introduced on the menu."</li> <li>• "The food service director will be available to speak with parents during open house."</li> <li>• "The school food service program shall involve students, parents,.. in the selection of competitive food items to be sold in the schools."</li> <li>• "Food services <u>will</u> provide families opportunities for input and monitoring of their children's food purchases at the K-8 level."</li> <li>• Student satisfaction surveys will be completed to assess satisfaction with meal service in the cafeteria."</li> </ul> |
| CP86  | Specifies <u>how</u> district will engage parents or community to meet district wellness goals<br><br>(e.g., through website, email, parent conferences, or events) | 0 | Not mentioned   |
|       |   | 1 | <b>Any of the following:</b> <ul style="list-style-type: none"> <li>• Methods are vague</li> <li>• Specific methods are mentioned but not required</li> <li>• Specific methods are mentioned but it is unclear if school will engage parents or community</li> </ul> <b>Examples:</b> <ul style="list-style-type: none"> <li>• "Nutrition information should be provided to parents and staff through newsletters, publications, health fairs, and other activities..."</li> <li>• "Nutrition education may be provided in the form of handouts, the school website, articles and information provided in district or school newsletters, presentations that focus on nutrition and healthy lifestyles, a communication sent home, and through any other appropriate means available to reach parents." (See NOTE in "2" coding below.)</li> </ul>  |
|       |   | 2 | Clear that the district or schools will engage parents or community, and specific methods are listed. Even if it is unclear that each method listed will be used, as long as engaging parents or community is required, code as a "2."<br><br><b>Example:</b> <i>"Nutrition education <u>will</u> be provided to parents. Nutrition education may be provided in the form of handouts, the school website, articles and information provided in district or school newsletters, presentations that focus on nutrition and healthy lifestyles, a communication sent home, and through any other appropriate means available to reach parents." (NOTE: It is the combination of the two sentences that warrant the "2" coding. The second sentence by itself would only warrant a "1" coding.)</i>  |

## Section 7. Stakeholder Involvement/Feedback (continued)

|                          |   |   |   |
|--------------------------|---|---|---|
| CP87                     | Specifies <u>what</u> content/information district communicates to parents  | 0 | Not mentioned   |
|                          |   | 1 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>It is suggested that the district or schools communicate specific content/information to parents</li> <li>The content/information communicated to parents is vague</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>"Nutrition information <u>should</u> be provided to parents on but not limited to: healthy snack ideas, healthy breakfast..."</li> <li>"District shall communicate information on healthy eating and physical activity to parents."</li> <li>"Nutrition education/information shall be provided to parents" (without specific details on what the education/information shall include)</li> <li>"Information will be sent home from each school to encourage healthy lunches"</li> <li>"...will disseminate information to families about health choices and wellness"</li> <li>"Information regarding healthy food choices and availability will be communicated to parents"</li> <li>"The district will provide information to parents to encourage them to reinforce at home the standards and benchmarks being taught in the classroom"</li> <li>"Will provide information to families to encourage them to teach their children about health, nutrition, daily PA,... and to provide nutritious meals to their family".</li> <li>"Educational nutrition information will be shared with families and the general public to positively influence health of students and community members."</li> </ul> |
|                          |   | 2 | <p>The district or schools are required to communicate content/information to parents, and content/information is specific (wellness policy, lists of foods for healthy lunches or celebrations, opportunities for physical activity before and after school, etc.)</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>"The District will provide parents with healthy snack ideas."</li> <li>"The District will provide parents with nutrition information on school meals and all a la carte foods sold."</li> <li>"The district will provide information about PE and other school-based PA..."</li> </ul>   |
| CP90+<br>(ch. 7 of mono) | <p>Establishes a <u>health advisory committee</u> or school health council that is <u>ongoing</u> beyond policy development</p> <p>*See Coding Appendix for additional clarification.</p> | 0 | Not mentioned   |
|                          |   | 1 | <p>Suggested and/or not clear that the committee will be ongoing</p> <p><b>Example:</b> "A wellness policy committee will be formed in district XYZ."</p>   |
|                          |   | 2 | <p>Committee is required and clearly ongoing</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>"The Nutrition and Physical Activity Advisory Council shall include stakeholders) and shall meet a minimum of two times annually to monitor and evaluate the implementation of the policy."</li> <li>"Review of this policy shall occur every 5 years, by a committee appointed by the Board, consisting of representative(s) of the Board, the administration, the food service provider, the parents, the students, and the public. The committee shall provide the Board with any recommended changes to the policy."</li> <li>"The health advisory committee is responsible for implementation, evaluation and revisions of the wellness policy"</li> <li>The health advisory committee will meet periodically to review, assess and revise the wellness policy."</li> </ul>  |

## Section 8. Messaging, Marketing, & Promotion

|       |   |   |  |
|-------|---|---|--|
| CP81* | Addresses consistency of <u>nutrition communication</u><br><br>*See also decision rule table.   | 0 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Weak statement about nutrition messages only applying during a particular month/ time period (e.g., March Wellness Nutrition Month)</li> </ul>  |
|       |   | 1 | <p>Vague and/or suggested</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “The entire school environment shall be <u>aligned</u> with healthy school goals, (and goals include nutrition).” (Although “shall” is required, “aligned” is vague.)</li> <li>• “...will <u>encourage</u> menu choices linked with the nutrition education curriculum.”</li> <li>• “The food service staff will coordinate the promotion of nutrition messages in the cafeteria, the classroom, and other appropriate settings”</li> </ul> |
|       |   | 2 | <p>Specific and required</p> <p><b>Example:</b> “The school environment, including cafeteria and classroom, <u>shall provide clear and consistent messages</u> that reinforce healthy eating.”</p>   |
| CP83  | Specifies <u>who</u> in the district is responsible for wellness/health communication beyond required policy implementation reporting   | 0 | Not mentioned  |
|       |   | 1 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Specifies who is responsible, and communication is suggested</li> <li>• Communication is required, but the person or group responsible is vague (e.g., “the school,” “school officials,” or “the district”)</li> </ul> <p><b>Example:</b> “Teachers and staff <u>can</u> post websites on nutrition topics.”</p>   |
|       |   | 2 | <p>Specifies who is responsible, and communication is required. Acceptable: “Superintendent or designee.”</p> <p><b>Example:</b> “Food services <u>will</u> provide families opportunities for input and monitoring of their children’s food purchases at the K-8 level.”</p>  |
| CP84  | <p>Specifies district using Centers for Disease Control and Prevention’s <u>(CDC) Coordinated School Health Program (CSHP) model</u> or other coordinated/comprehensive method</p> <p>The CSHP model consists of 8 interactive components: (1) health education, (2) family/community involvement, (3) health promotion for staff, (4) healthy school environment, (5) counseling, psychological and social services, (6) physical education, (7) health services, and (8) nutrition services</p> | 0 | Not mentioned OR components of CSHP are included in the policy but there is no mention of the CSHP by name in any way. Must say “coordinated school health” to at least get a 1.   |
|       |   | 1 | <p>Mentions that district is considering use or working toward use of a coordinated school health model</p> <p><b>Example:</b> “We will strive toward integrating nutrition into a coordinated school health approach.”</p>  |
|       |   | 2 | <p>Includes language to institutionalize a coordinated school health model</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “Schools <u>will</u> link nutrition education activities with the coordinated school health program.”</li> <li>• “The coordinated school health council will develop, monitor, and implement administrative guidelines and improvement plans in the following eight areas [lists 8 CSHP areas]...”</li> </ul>  |

## Section 8. Messaging, Marketing, & Promotion (continued)

|                          |   |   |   |
|--------------------------|---|---|---|
| CP88+<br>(ch. 5 of mono) | Specifies <u>marketing (including social marketing/public service announcements)</u> to promote healthy choices/strategies to encourage healthy choices | 0 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Indication that food and beverages sold by the food service program must be sold at “reasonable prices”</li> <li>• Only addresses restricting marketing of unhealthy choices (CP89)</li> <li>• The food service staff will coordinate the promotion of nutrition messages in the cafeteria, the classroom, and other appropriate settings</li> </ul>  |
|                          |   | 1 | <p>Vague and/or suggested</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “It is recommended that organizations operating concessions at school functions market healthy food choices at a lower profit margin to encourage student selection.”</li> <li>• “Promotional materials must support and encourage physical activity and good nutrition.”</li> <li>• “Healthy food options <u>should be</u> comparably priced.”</li> <li>• “Nutrition education will be conducted in the cafeteria through posters, campaigns, etc.”</li> </ul>  |
|                          |   | 2 | <p>Specific (posters, pricing structures, etc.) and required</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “Snacks and beverages that meet the nutritional parameters for Balanced Choices are prominently identified with the signature Balanced Choices icon on menu signs and serving lines, in snack bars, and in vending machines. Balanced Choices snack and beverage signage is placed at eye-level as a strategy to encourage students to choose these items.”</li> <li>• “The healthiest choices, such as salads and fruit, will be prominently displayed in the cafeterias to encourage students to make healthy choices.”</li> <li>• “Healthy food options <u>will be</u> comparably priced.”</li> <li>• “Schools shall label/mark healthy food items available so students know which are healthy items.”</li> </ul> |
| CP89+<br>(ch 5 of mono)  | Specifies <u>restricting marketing/advertising of unhealthful choices</u>   | 0 | <p>Not mentioned or policy only addresses marketing of healthy choices</p> <p><b>Example:</b> “Advertising associated with product and vending shall be limited to signage on equipment, paper cups, and a banner at booster sale locations.”</p>   |
|                          |   | 1 | <p>Restrictions are suggested, time- or location-specific, subject to principal’s discretion, or weakened by other exceptions</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “Display and advertising of FMNVs is strongly discouraged on school grounds”</li> <li>• “School-based marketing will follow district nutrition standards” (but the standards are not detailed)</li> <li>• “...requires food service providers to be sensitive to the nutrition environment when displaying logos/trademarks on school grounds by encouraging healthy eating.”</li> </ul>   |
|                          |   | 2 | <p>Required</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “Education materials shall be free of brands and illustrations of unhealthful foods.”</li> <li>• “Soft drink logos are not allowed on school materials or school property”</li> <li>• “No vending machine front may display any product that does not contain fruit juice or water.”</li> <li>• “School-based marketing will be limited to the promotion of healthy items”</li> <li>• “School-based marketing shall be consistent with the district’s nutrition standards” (and the standards are clearly specified”</li> </ul>  |

## Section 9. Evaluation

|      |  |   |  |
|------|--|---|--|
| E91  | <p><u>Federal Wellness</u>: Establish a plan for measuring implementation of the local wellness policy, including designation of one or more persons within the local educational agency or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy</p> | 0 | Not mentioned  |
|      |  | 1 | <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>A plan is implied</li> <li>Describes a plan but does not designate one or more persons charged with ensuring compliance</li> <li>Describes a plan, but the person or group responsible for compliance is vague (e.g., “the school,” “school officials,” or “the district”)</li> <li><u>Only</u> repeats the language of the federal wellness requirement regarding a plan for measuring implementation</li> </ul>   |
|      |  | 2 | <p>Describes a plan and designates ≥1 person(s) charged with ensuring compliance</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>“A district-wide Wellness Committee shall be established for the purpose of monitoring the implementation of the district’s Wellness Policy and its nutrition and physical activity components through the Superintendent or his/her designee.”</li> <li>“The Superintendent or designee shall ensure compliance with established district wide nutrition and physical activity policies. In each school, the building administrator or designee shall ensure compliance with those policies in his or her school.”</li> <li>“The superintendent shall oversee the implementation of this policy and shall develop administrative procedures for periodically measuring the implementation of the wellness policy.”</li> <li>“The school district will form a wellness committee comprised of... to oversee development, implementation, monitoring, and reviewing of district-wide nutrition and PA policies.”</li> <li>“The superintendent or designee shall provide periodic implementation data and/or reports to the board concerning this policy’s implementation sufficient to allow the Board to monitor and adjust the policy.”</li> </ul>  |
| E92+ | <p>Addresses a <u>plan for policy implementation</u>, including a person or group responsible (initial or ongoing)</p>   | 0 | Not mentioned  |
|      |  | 1 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>Identifies having or developing a plan without strong language or without identifying a person or group responsible</li> <li>Identifies a plan, but the person or group responsible is vague (e.g., “the school,” “school officials,” or “the district”)</li> </ul> <p><b>Example:</b> “The district will strive to implement the policy by...”</p>  |
|      |  | 2 | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>Uses strong language, identifies having or developing a plan for implementation and identifies a person or group responsible.</li> <li>Policy mentions a plan for implementation of specific activities, such as, “the principal shall ensure that vending machines are in compliance with district standards.</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>“The Superintendent or designee shall ensure compliance with established district wide nutrition and physical activity policies. In each school, the building administrator or designee shall ensure compliance...”</li> <li>“The superintendent shall oversee the implementation of this policy and shall develop administrative procedures for periodically measuring the implementation of the wellness policy.”</li> <li>“The school district will form a wellness committee...to oversee development, implementation, monitoring, and reviewing of district-wide nutrition/PA policies.”</li> <li>“The superintendent or designee shall provide periodic implementation data and/or reports to the board concerning this policy’s implementation sufficient to allow the Board to monitor and adjust the policy.”</li> </ul> |

## Section 9. Evaluation (continued)

|      |  |   |
|------|--|---|
| E93+ | Addresses a plan for policy <u>evaluation</u> , including a person/group responsible for tracking outcomes | <p>0</p> <p><b>Any of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Implementation language mentions “monitor” or “review” without suggesting some type of assessment or evaluation.</li> </ul> <p>1</p> <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Some kind of pre-post assessment is <u>implied</u></li> <li>• An evaluation plan is required, but the person or group responsible is vague (e.g., “the school,” “school officials,” or “the district”)</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “The district shall conduct an assessment of the health and fitness policy.”</li> <li>• “The superintendent shall measure how well this policy is being implemented, managed, and enforced.”</li> <li>• In the section on adopting/implementing health and PE curriculum, the following statement was included: “Evaluation procedures will utilize classroom-based assessment strategies...”</li> </ul> <p>2</p> <p><b>ALL of the following:</b></p> <ul style="list-style-type: none"> <li>• An evaluation plan is required</li> <li>• A person/group responsible for tracking evaluation is identified</li> <li>• Specific outcomes to be measured are stated (i.e., health impact, fiscal impact, student learning, School Health Index)</li> </ul> <p><b>Example:</b> “The <u>Advisory Council</u> shall meet at least annually to review nutrition and physical activity policies, <u>evidence on student health impact</u>, and effective programs and program elements.”</p> |
| E94+ | Addresses the <u>audience</u> and <u>frequency</u> of a <u>report</u> on compliance and/or evaluation      | <p>0</p> <p>Not mentioned</p> <p>1</p> <p>Some kind of report on compliance or evaluation is implied</p> <p>2</p> <p><b>ALL of the following:</b></p> <ul style="list-style-type: none"> <li>• Reporting on compliance or evaluation is <u>required</u></li> <li>• <u>Specific items</u> are stated (e.g., compliance with nutrition guidelines, listing of activities and programs conducted to promote nutrition and physical activity, recommendations for policy and/or program revisions, feedback received from stakeholders)</li> <li>• It is clear that a report will be made to a <u>specific audience</u> (e.g., board of education, administration, Parent Teacher Association [PTA] / Parent Teacher Organization [PTO], and the public)</li> <li>• <u>Frequency</u> of reporting is stated</li> </ul> <p><b>Example:</b> “The advisory council shall prepare a report annually for the Superintendent evaluating the implementation of the policy and regulations and include any recommended changes or revisions.”</p>   |
| E95+ | Identifies <u>funding support</u> for wellness activities or policy evaluation                             | <p>0</p> <p>Not mentioned</p> <p>Vague and/or suggested</p> <p>1</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “Adequate funding will be provided.”</li> <li>• “Funding for wellness activities should be made available through the local budget process.”</li> </ul> <p>2</p> <p>Ensures that funding will be provided, and identifies a specific source</p> <p><b>Example:</b> “Funding for the school wellness evaluation will be allocated from the general operations budget.”</p>   |



## Section 9. Evaluation (continued)

|      |  |    |   |
|------|--|----|---|
| E96+ | Identifies a plan for <u>revising the policy</u> | 0  | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Not mentioned</li> <li>• Implementation language mentions “monitor” or “review” without suggesting some type of revision or review for the purpose of revising the policy.</li> </ul>   |
|      |  | 1  | <p><b>Either of the following:</b></p> <ul style="list-style-type: none"> <li>• Future orientation in making a decision to revise</li> <li>• Revision is mentioned, but it is unclear if it refers to the <u>policy</u></li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “...<u>may</u> meet to discuss revisions to policy.”</li> <li>• “...<u>may</u> suggest changes.”</li> <li>• “...<u>shall</u> implement <u>program</u> changes.”</li> <li>• “...it is the goal of the district to review the policy to make necessary changes, as appropriate...”</li> </ul>   |
|      |  | 2  | <p>Discusses revision to policy in any way by any person or group</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “...<u>will</u> meet to discuss revisions to policy.”</li> <li>• “The policy shall be revised as necessary.”</li> <li>• “...the school district will engage...in developing, implementing, monitoring, reviewing, and revising district nutrition and physical activity policies.”</li> </ul>  |
| E97  | Reporting Frequency                              | NA | Not Applicable – use this when E94=0  |
|      |  | NS | Not Specified – use this when E94=1 or 2 but frequency is not specified   |
|      |  |    | <p>Fill in the Blank:<br/>How often/frequent is reporting on policy implementation/compliance supposed to occur?</p> <p>Notes on this item:<br/>-If frequency is mentioned for multiple reports, default to the generalized report<br/>-Give credit for weak language if frequency is mentioned</p> <p><b>Examples:</b></p> <p>Annual</p> <ul style="list-style-type: none"> <li>• “Wellness Program coordinators will report to the board <u>annually</u>.”</li> <li>• “The superintendent will be responsible for reporting to the Board on an <u>annual</u> basis the progress of the School District in implementing this policy.”</li> </ul> <p>Triennial</p> <ul style="list-style-type: none"> <li>• “The superintendent or designee will develop a summary report every <u>three years</u> on district-wide compliance with the district’s established nutrition and physical activity wellness policies. That report will be provided to the school board.”</li> </ul>   |
| E98  | Update Frequency                                 | NA | Not Applicable – use this when E96=0  |
|      |  | NS | Not Specified – use this when E96=1 or 2 but frequency is not specified   |
|      |  |    | <p>Fill in the Blank:<br/>How often is the policy scheduled to be reviewed for changes/updates?</p> <p>Notes on this item:<br/>-Give credit for recommended revisions that have specific frequency.<br/>-No credit if meet annually to review implementation<br/>-No credit for assess compliance</p> <p><b>Examples:</b></p> <p>Annual</p> <ul style="list-style-type: none"> <li>• “The HR Director is responsible for implementation of the wellness policy and will recommend policy changes as necessary. The wellness program coordinators will meet <u>annually</u>, or as necessary, to review state Eat Smart Guidelines.”</li> <li>• “An ongoing school health advisory council will review the wellness policies on a <u>yearly</u> basis. They will make suggestions to the board for approval changes to policies.”</li> </ul> <p>Biannual</p> <ul style="list-style-type: none"> <li>• “The committee will meet <u>2 times a year</u> to review the policy. This will include assessing the school using the Healthy School Index.”</li> </ul> <p>Triennial</p> <ul style="list-style-type: none"> <li>• “The district will conduct an assessment of the school’s existing nutrition and physical activity policies. Assessments will be repeated <u>every three years</u> to help review policy compliance, assess progress, and determine areas in need of improvement.”</li> </ul> |

## Section 9. Evaluation *(continued)*

|      |  |    |   |
|------|--|----|---|
| E99  | Evaluation/Implementation Review Frequency | NA | Not Applicable – use this when E93=0  |
|      |  | NS | Not Specified – use this when E93=1 or 2 but frequency is not specified   |
|      |  |    | <p>Fill in the Blank:<br/>How often is a review/assessment/evaluation of implementation/compliance scheduled to occur?</p> <p><b>Examples:</b></p> <p>Biannual      • “The committee will meet <u>2 times a year</u> to review the policy. This will include assessing the school using the Healthy School Index.”</p> <p>Triennial      • “Assessments can be repeated <u>at least every 3 years</u> to help review policy compliance, assess progress, and determine areas of improvement. The district will, as necessary, review the Local Wellness Policy and develop work plans to facilitate its implementation.”</p> <p>                    • “The district will conduct an assessment of the school’s existing nutrition and physical activity policies. Assessments will be repeated every <u>three years</u> to help review policy compliance, assess progress, and determine areas in need of improvement.”</p> |
| E100 | Requires district to report to the state   | 0  | Does not address district reporting to the state  |
|      |  | 1  | Encourages district to report to the state OR requires reporting to the state but does not specify what they are to report on   |
|      |  | 2  | Requires district to report to the state with a copy of the policy, implementation progress, compliance, evaluation results, etc.   |

## UIC WELLNESS POLICY CODING TOOL APPENDIX

This appendix provides specific examples of wellness policy language included in model policies and actual district policies along with the corresponding coding clarifications. Following the coding examples are a series of decision rules to accompany the codebook.

| Item/Question   | Answer   |
|---|--|
| How do you code header language?  | If a <b>provision of interest is in the header</b> (e.g., Daily Recess; Nutritional Guidelines for All F&B Sold or Served During the School Day) we are going to give them the benefit of the doubt and count it because of their intent. However, if the text of the policy that is below the provisions varies from the header or weakens the header, code based on the text.  |
| How do you code goal language?  | <p>If the entire policy is a set of goals such as the following, code everything as a “goal” and not a requirement, assign a 1 where appropriate:</p> <ul style="list-style-type: none"> <li>• The wellness policy goals for XYZ district are: <ul style="list-style-type: none"> <li>○ To provide nutrition education...</li> <li>○ To offer low-fat foods at school meals</li> <li>○ To participate in the School Breakfast program</li> <li>○ To minimize the amount of sugar, fat, sodium in competitive food sales, etc.</li> </ul> </li> </ul> <p>If the entire policy is specified as a goal and then specifies what will be done/required, assign a 2 as appropriate (see the following example language):</p> <ul style="list-style-type: none"> <li>• The overall goal for NE for XYZ school district is to promote the integration of NE into all curriculum areas. We will: <ul style="list-style-type: none"> <li>○ Integrate NE throughout the curriculum</li> <li>○ Provide NE for all grade levels, etc.</li> </ul> </li> </ul> <p>If the policy has the word “Goals” at the top but then follows typical wellness language that is not considered goal language, code as appropriate (either 1 or 2). For example:</p> <p><b>GOALS:</b><br/>Nutrition education. The XYZ schools aim to teach....Staff members shall teach healthy living skills as part of the regular instructional program...</p> <p>The district shall adopt and implement a comprehensive standards-based health and fitness curriculum...All students in PK-12 will receive regular PE....</p> <p>If the policy provides “Guidelines” and then provides additional “Goals”, code the guidelines as the requirements (i.e., level 2, as appropriate) and the goals as non-requirements (i.e., level 1 as appropriate).</p> |
| How and when do we code for cross-referenced documents included in the wellness policy?                       | <p>We only need to code the cross-referenced non-state law documents (e.g., curricula frameworks, Action For Healthy Kids, etc.) if the document is specifically mentioned within the policy as a document that the district is following/should follow for X,Y, Z. For example:</p> <ul style="list-style-type: none"> <li>• “School district A encourages the sale of healthy food choices. To this end, all schools in the district must follow the state Action for Healthy Kids guidelines for the sale of competitive foods.” (In this case, you would incorporate the state Action for Healthy Kids competitive food guidelines into your coding for the district. See below for specific guidance on coding a cross-referenced document that contains recommendation/”should” language.)</li> </ul> <p>You do NOT have to code for cross-referenced documents that are simply listed as cross-references at the end of the policy. For example:</p> <ul style="list-style-type: none"> <li>• CROSS-REF: <ul style="list-style-type: none"> <li>○ state Model Wellness Policy</li> <li>○ state School Board Association Competitive Food Guidelines</li> </ul> </li> </ul> <p><i>Unless these cross-referenced items are specifically mentioned in the policy as something that the district is following/should follow, then they do not need to be coded for the given district.</i></p>  |
| How do you code cross-referenced documents that contain recommendations/provisions that “should” be followed? | If the wellness policy states that the district will follow a model policy (e.g. from a state, national, or other association/organization) but the model is written as “may” or “should”, code items of relevance as a 1 because the district is requiring that “weak” model policy be followed (i.e., that contains “should” or “encourage” type language).  |
| How do you code language that “strives to meet” weak state policy?  | If the policy indicates that the district will “strive to/aim to/goal is to” meet state law that is weak (i.e., a 1 or 0), then assign a 0 for the district on that item.  |

| Item/Question   | Answer   |
|---|--|
| <p>How do you code NG items for a policy that simply sets “goals” for developing nutrition guidelines for competitive foods (including or such as) vending machines, school stores, a la carte, etc.?</p>                                   | <p>If the policy simply states that is the “goal” of the district is to develop guidelines for competitive foods...including/such as, vending machines, a la carte, etc...and no other language is included, <b>ONLY</b> code NG23=1; do not code any other NG item for this language.</p>   |
| <p>How to code NGs when only a la carte is allowed (and specific guidelines for a la carte are defined) and all other competitive foods are banned (i.e., vending, school stores).<br/>*typically this language is seen at the ES level</p> | <p>Example:</p> <p>“An ES may not serve competitive foods to students on school premises throughout the SD until the end of the last scheduled class. This does not pertain to food items made available by the food service department ” (in this case, includes a la carte, and they have specific guidelines for a la carte)</p> <p>NG23=2<br/> NG23b=1<br/> NG24=2 (vending ban)<br/> NG25=2 (school store ban)<br/> NG26=2 (code as appropriate, according to the strength of the a la carte guidelines)<br/> All other NGs will be coded 1 or 2 as appropriate, depending on the strength of the a la carte guidelines</p> |
| <p>How to code school year variance, when mentions nutrition guidelines will be implemented by a specific date.</p>   | <p>For example:</p> <p>“By Sept 1, 2007 <b>ONLY</b> milk, water and 100% juice may be sold on school grounds.”</p> <p>This wellness policy was adopted Sept 18, 2006, so it is suggestive that these guidelines <u>should</u> be implemented within the 2006-2007 school year and <u>will</u> be implemented by the 2007-2008 school year. Thus, code NG42, 43, 45, 46, 50=1 for 2006-2007 (and code NG42, 43, 45, 46, and 50=2 for 2007-2008)</p>   |

| Item/Question  | Answer  |
|--|---|
| <p><b>How do you code NG23b and other NG items for CSPI model/like and NANA model/like language?</b></p> | <ul style="list-style-type: none"> <li>• <b>CSPI-like Model:</b> Elementary Schools. The school food service program will approve and provide all food and beverage sales to students in the elementary grades. Given young children's limited nutrition skills, food in elementary grades <u>will</u> be sold as balanced meals. If available, foods and beverages sold individually <u>will be limited to</u> low-fat, and non-fat milk, fruits, and non-fried vegetables. <ul style="list-style-type: none"> <li>○ <b>If this were the <u>only</u> language for ES for this district for the NG items, you would also code as follows:</b> <ul style="list-style-type: none"> <li>▪ NG23=2</li> <li>▪ NG23b=2</li> <li>▪ NG24-26=2</li> <li>▪ NG33=2</li> <li>▪ NG34=2</li> <li>▪ NG35=2</li> <li>▪ NG38=2</li> <li>▪ NG42=2</li> <li>▪ NG43=2</li> <li>▪ NG45=2</li> <li>▪ NG46=2</li> <li>▪ NG48=2</li> <li>▪ NG50=2</li> </ul> </li> </ul> </li> <li>• <b>CSPI/NANA Model:</b> Elementary Schools. The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children's limited nutrition skills, food in elementary schools <u>should</u> be sold as balanced meals. If available, foods and beverages sold individually <u>should be limited to</u> low-fat and non-fat milk, fruits, and non-fried vegetables. <ul style="list-style-type: none"> <li>○ <b>If this were the <u>only</u> language for ES for this district for the NG items, you would also code as follows:</b> <ul style="list-style-type: none"> <li>▪ NG23=1</li> <li>▪ NG23b=1</li> <li>▪ NG24-26=1</li> <li>▪ NG33=1</li> <li>▪ NG34=1</li> <li>▪ NG35=1</li> <li>▪ NG38=1</li> <li>▪ NG42=1</li> <li>▪ NG43=1</li> <li>▪ NG45=1</li> <li>▪ NG46=1</li> <li>▪ NG48=1</li> <li>▪ NG50=1</li> </ul> </li> <li>○ <b>The difference here is the “should” language rather than the “will” language above.</b></li> </ul> </li> </ul> <p><i><b>NOTE TO CODERS:</b> Be <u>very careful</u> when coding following the CSPI/NANA models. We have seen several “slightly” revised versions of the language that could have coding implications. Also, the distinction between the two examples is entirely the “will” vs. “should.” We felt that even for NG23, that the distinction was enough to warrant a differential coding for the two scenarios.</i></p> |
| <p><b>Please clarify the distinction between PE52a and PE52.</b></p>                                     | <p>PE52a was created by UIC to capture situations where the district mentions that they have some type of PE but the language included in the policy is not enough to warrant any coding on any of the PE variables. PE52a, therefore, was created as a dummy variable to capture the presence/absence of any PE component. PE52 captures information specifically on PE curriculum requirements.</p>   |

| Item/Question   | Answer  |
|---|---|
| <p><b>Why do we downgrade for “when possible” or “where appropriate” for PA72 but <u>not</u> for NE6?</b></p> | <p><b>CONCEPTUALLY:</b></p> <ul style="list-style-type: none"> <li>• NE 6 is an item that is DIRECTLY measuring the incorporation of nutrition education into other subjects, PA 72 is an item examining the opportunities for PA outside of PE during the school day <ul style="list-style-type: none"> <li>○ PA72 language such as “classrooms shall incorporate short breaks that include physical movement, when possible,” is just 1 component of a broader concept being evaluated and should be coded as a 1.</li> <li>○ NE6 language such as, “nutrition education will be integrated into the broader curriculum, where appropriate,” is directly addressing what the item is referencing and should be coded as a 2.</li> </ul> </li> <li>• <b>Bottom line:</b> The students may or may not be experiencing PA breaks in the classroom during the school day based on the above language BUT NE is definitely being offered in other classes besides health/nutrition, it’s just not clear which courses the NE is being integrated into or which classes within the course that NE is being addressed (which is not necessary for a 2 coding).</li> </ul> <p><b>LITERALLY:</b></p> <ul style="list-style-type: none"> <li>• NE can only easily/appropriately be integrated into the curriculum where it fits (i.e., Basic Math or Science) and does not easily fit into other topics (i.e., English, French, Geometry)...also NE will not be the topic addressed in each class of a course b/c otherwise it would be a nutrition course and NOT a Science course...so the language above fits with what NE 6 is addressing...stating that NE will be incorporated into other courses BUT only the ones that it fits into appropriately OR NE will be addressed in other classes (ex science) BUT not every (science) class only the (science) classes that NE fits into.</li> <li>• PA can be incorporated into every classroom...so it is possible to provide it in all classes therefore stating that it will only be incorporated “when possible” weakens the overall statement...and does not DEFINITELY indicate the PA is being offered in classes OR during the school day outside of PE...</li> </ul>  |
| <p><b>Clarification on CP90 coding where CP90=2</b></p> <p><b>(See below for CP90=1 language)</b></p>         | <p><b>The following language, in its entirety (i.e., the sum of the parts), would warrant a level 2 code for CP90 because of the “package” of language and the fact that it mentions “periodic.” You do <u>not</u> have to have specific time periods mentioned to get a 2 for CP90.</b></p> <p><b>GUIDELINES WELLNESS COMMITTEE</b></p> <p>The Board shall appoint a Wellness Committee comprised of at least one of each of the following: School Board member, district administrator, district food service representative, student, parent/guardian, member of the public, teacher, school nurse, school counselor, physical education teacher or coach, health professional, representative of community organization, and any other individuals chosen by the Board.</p> <p>The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing a Student Wellness Policy that complies with law to recommend to the Board for adoption.</p> <p>The Wellness Committee may examine related research and laws, assess student needs and the current school environment, review existing Board policies and administrative regulations, and raise awareness about student health issues. The Wellness Committee may make policy recommendations to the Board related to other health issues necessary to promote student wellness.</p> <p>The Wellness Committee may survey parents/guardians and/or students; conduct community forums or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these purposes.</p> <p>The Wellness Committee shall provide periodic reports to the Superintendent or designee regarding the status of its work, as required.</p> <p><b>An additional example of CP90=2 language that is suggestive of an ongoing council (From NANA):</b></p> <p>“The school district and/or individual schools within the district will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies. (A school health council consists of a group of individuals representing the school and community, and should include parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)”</p> |

| Item/Question   | Answer  |
|---|---|
| <p><b>Clarification on CP90 coding where CP90=1</b></p> <p><b>(See prior example for CP90=2 language)</b></p>                             | <p><b>The following would be coded as a 1 for CP90 because the whole section is “may” be established (even though the Council is to provide periodic reports):</b></p> <p>Advisory Health Council</p> <ul style="list-style-type: none"> <li>• An Advisory Health Council may be established by the Superintendent to study student health issues and to assist in organizing follow-up programs.</li> <li>• The Advisory Health Committee may examine related research, assess student needs and the current school environment, review existing Board policies and administrative regulations, and raise awareness about student health issues.</li> <li>• The Advisory Health Committee may make policy recommendations to the Board related to other health issues necessary to promote student wellness.</li> <li>• The Advisory Health Council may survey parents/guardians and/or students; conduct community forums or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these purposes.</li> <li>• The Advisory Health Council shall provide periodic reports to the Superintendent or designee regarding the status of its work, as required.</li> <li>• Individuals who conduct student medical and dental examinations shall submit to the Advisory Health Council annual reports and later reports on the remedial work accomplished during the year.</li> </ul>  |
| <p><b>How do you code Fitnessgram and Fitnessgram-like language (i.e., body composition, height/weight, etc.) for PE68 and PE68a?</b></p> | <p>"The fitnessgram <b>shall</b> be used to assess student health and fitness"<br/>→ Code: 68=1, 68a=2</p> <p>"The fitnessgram <b>shall</b> be used to assess student health. Results will be reported to parents."<br/>→ Code: 68=2, 68a=3</p> <p>"The fitnessgram shall be used in grades 4-10 to assess student health. Students will be notified of their results"<br/>→Code:   68ES=1   68MS=2   68HS=1<br/>          68aES=1   68aMS=2   68aHS=1</p> <p><i>For examples using body composition or height/weight, just trade out the Fitnessgram language and replace it with body composition or height/weight in the above examples.</i></p> <p><b>Fitnessgram's relation with body composition is below, taken directly from the Fitnessgram website. The assessment items are as follows:</b></p> <p><b>Aerobic Capacity</b></p> <ul style="list-style-type: none"> <li>• PACER test</li> <li>• One-mile run/walk</li> <li>• Walk test (ages 13 or greater)</li> </ul> <p><b>Body Composition</b> (may select one option)</p> <ul style="list-style-type: none"> <li>• Percent body fat (calculated from triceps and calf skinfolds)</li> <li>• Body mass index (calculated from height and weight)</li> </ul> <p><b>Muscular Strength, Endurance, and Flexibility</b></p> <ul style="list-style-type: none"> <li>• Abdominal strength and endurance (curl-up)</li> <li>• Trunk extensor strength and endurance (trunk lift)</li> <li>• Upper body strength and endurance (choose from push-up, modified pull-up, and flexed arm hang)</li> <li>• Flexibility (choose from back-saver sit-and-reach and shoulder stretch)</li> </ul> |

## UIC Decision Rule Table

| Coding Item Affected            | Coding Issue/Question   | Decision  |
|---------------------------------|---|---|
| US15 and US16                   | Please clarify why "bus scheduling" counts for US15 and not for US16.   | US15 relates to methods/mechanisms/other strategies employed to facilitate students' ability to participate in the school meal program. Arranging bus schedules so students can arrive at school in time to participate in the breakfast program is one such strategy.<br><br>US16 relates to the specific scheduling of meals (particularly lunch) so as to optimize student nutrition; this would include only allowing tutoring and other events during meal times if students may eat during the activity.  |
| NG generally                    | Very weak language for a specific item that references details in State Standards<br><br>Ex: The state Nutritional Standards have detailed explanations...Portion sizes are also outlined. Please read the standards before planning an event." | Check the state standards and code accordingly.   |
| NG generally                    | The policy references "Snack Programs"  | Code as 0 b/c there is a Federal Snack Program that is similar to the School Lunch, Breakfast and Summer programs so we are not giving credit for "Snack Programs" for NG variables   |
| NG24 and NG generally -9 coding | If vending machines are banned (=2) in ES but restricted in MS/HS and other NG items noted in the policy (e.g., fat, sugar, calories) only apply to vending machines (for MS/HS), how should you code the other NG items for ES?                | Code the other NG items as -9 for ES since they would not apply in ES.  |
| NG33-38                         | How do we handle a situation where they mention USDA and district guidelines?   | If USDA > district guideline, code USDA<br>If USDA < district guideline, code district guideline  |
| CP81                            | Please clarify the coding for this item.  | This item was developed to measure the types of messages being expressed to students about overall health, based on what is conveyed to students with real nutritional concerns (Anorexia, Eating Disorders) with the goal of this variable to measure how children are being encouraged to be healthy overall (including NE, PA, etc). Therefore the language that is evaluated for this item needs to be embedded in the other sections we are coding. An overarching statement about a healthy school environment qualifies for a code of 1. In order to code this item as a 2, the policy needs to provide examples of how the district is going to incorporate these healthy messages into their practices/how they will present these healthy messages to students. |
| CP85                            | When should taste-testing be counted for this variable?   | Only count taste-testing for this item if it is clear that it is being used for consideration relating to menus/foods offered   |



Local Wellness Coding  
 State: \_\_\_\_\_  
 Master Version (Y/N)

Grade Range:  
 District Name:  
 District ID:

Coder Initials:  
 Coder Date:

| Variable | Label                                    | ES |   |   |    | MS |   |   |    | HS |   |   |    | School Year Variance? | State Contingent? | Notes |
|----------|--|----|---|---|----|----|---|---|----|----|---|---|----|-----------------------|-------------------|-------|
|          |  | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| NE1      | FW: goals for NE                         | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| NE2      | Nutrition curriculum each grade          | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| NE3      | NE with larger school community          | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| NE4      | NE beyond school environment             | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| NE5      | NE training for teachers                 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| NE6      | NE integrated into other subjects        | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| NE7      | NE teaches behavior focused skills       | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| NE8      | Number of NE courses or hours            | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| NE9      | NE quality                               | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| US10     | FW: guidelines not less restrictive      | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| US11     | School Breakfast Program (USDA)          | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| US12     | Summer Food Service Program              | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| US13     | Guidelines beyond USDA Diet Gdln minimum | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| US14     | Low-fat versions/methods                 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| US15     | Strategies to increase participation     | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| US15a    | Closed campus                            | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| US16     | Optimizes scheduling                     | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| US17     | Adequate time to eat                     | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| US18     | Hand-washing                             | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| US19     | Nutrition qualifications of meal staff   | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| US20     | Training for food service staff          | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| US21     | School meal environment                  | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| US22     | Nutrition information                    | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| NG38a    | Farm-to-school                           | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
| NG23     | FW: NG for ALL foods at school           | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 |                       |                   |       |
|          |  |    |   |   |    | SD |   |   |    | SD |   |   |    | SD                    |                   |       |
| NG23b    | Competitive food ban/cannot be sold      | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG23c    | Contracts must/should comply with NG     | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG24     | Vending machines                         | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG25     | School stores                            | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG26     | Food service a la carte                  | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG27     | Class parties and celebrations           | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG28     | Food from home for the whole class       | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG29     | Food before school                       | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG30     | Food after school                        | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG31     | Food at evening/community events         | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG32     | Food sold for fundraising                | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG40     | Food as a reward or punishment           | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG33     | Sugar content of foods                   | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG34     | Fat content of foods                     | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG35     | Sodium content of foods                  | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG36     | Calorie content per serving size         | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG37     | Serving size of foods                    | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG38     | Whole, unprocessed, & fresh food         | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG39     | Ingredients w/questionable effects       | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG41     | Nutrition info for other foods           | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG42     | Sugar content of beverages               | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG43     | Fat content of drinks                    | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG44     | Calorie content of beverages             | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG45     | Regular soda                             | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG46     | Beverages other than soda                | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG47     | Sugar/calorie content of milk            | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG48     | Fat content of milk                      | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG49     | Serving size limits for beverages        | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG50     | Caffeine content of beverages            | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |
| NG51     | Free drinking water                      | 0  | 1 | 2 | -9 |    | 0 | 1 | 2  | -9 |   | 0 | 1  | 2                     | -9                |       |

Local Wellness Coding  
 State: \_\_\_\_\_  
 Master Version (Y/N)

Grade Range: \_\_\_\_\_  
 District Name: \_\_\_\_\_  
 District ID: \_\_\_\_\_

Coder Initials: \_\_\_\_\_  
 Coder Date: \_\_\_\_\_

| Variable | Label   | ES |   |   |    | MS |   |   |    | HS                 |    |   |    | School Year Variance? | State Contingent? | Notes |  |
|----------|---|----|---|---|----|----|---|---|----|--------------------|----|---|----|-----------------------|-------------------|-------|--|
|          |   | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PE52a    | Goals for PE  | 0  | 1 |   | -9 | 0  | 1 |   | -9 | 0                  | 1  |   | -9 |                       |                   |       |  |
| PE52     | PE curriculum for each grade                                | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PE53     | Time/week of PE for elementary                              | 0  | 1 | 2 | -9 |    |   |   |    |                    |    |   | -9 |                       |                   |       |  |
| PE54     | Time/week of PE for middle                                  |    |   |   |    | 0  | 1 | 2 | -9 |                    |    |   | -9 |                       |                   |       |  |
| PE55     | Time/week of PE for high school                             |    |   |   |    |    |   |   |    | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PE56     | Physically active lifestyle                                 | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PE57     | Competency assessment                                       | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PE58     | Addresses PE quality  | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PE59     | Inclusive play  | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PE60     | Addresses PE classes or credits                             |    |   |   |    |    |   |   |    | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PE61     | Frequency of required PE                                    | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PE62     | Teacher-student ratio for PE                                | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PE63     | Safe/adequate equipment/facilities                          | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PE64     | Moderate to vigorous activity                               | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PE65     | Qualifications for PE instructors                           | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PE66     | PE training for teachers                                    | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PE67     | PE waiver requirements                                      | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PE68     | Annual health assessment                                    | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PE68a    | BMI   | 0  | 1 | 2 | 3  | -9 | 0 | 1 | 2  | 3                  | -9 | 0 | 1  | 2                     | 3                 | -9    |  |
| PA69     | FW: goals for PA  | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PA70     | PA for every grade level                                    | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PA72     | PA throughout the day                                       | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PA73     | Intramurals or interscholastic                              | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PA74     | Community use facilities for PA                             | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PA75     | Safe active routes to school                                | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PA76     | Not using PA as punishment                                  | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| PA77     | Recess freq or amt for elementary                           | 0  | 1 | 2 | -9 |    |   |   |    |                    |    |   |    |                       |                   |       |  |
| PA78     | Recess quality to promote PA                                | 0  | 1 | 2 | -9 |    |   |   |    |                    |    |   |    |                       |                   |       |  |
| PA71     | PA for school staff   | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| CP80     | Staff wellness programs                                     | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| CP82     | Staff to role model   | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| CP79     | FW: Stakeholders involved in development of wellness policy | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| CP85     | Methods to solicit input                                    | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| CP86     | How to engage parents/community                             | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| CP87     | Content communicated to parents                             | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| CP90     | Ongoing health advisory committee                           | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| CP81     | Consistency of nutrition messages                           | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| CP83     | Responsible for communication                               | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| CP84     | Coordinated School Health Model                             | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| CP88     | Marketing healthy choices                                   | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| CP89     | Restricted marketing  | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| E91      | FW: Measuring implementation                                | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| E92      | Plan for implementation                                     | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| E93      | Plan for evaluation   | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| E94      | Audience and frequency of a report                          | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| E95      | Funding support   | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| E96      | Plan for revising the policy                                | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |
| E97      | Reporting frequency (fill in blank) -- NOT grade spec.      |    |   |   |    |    |   |   |    | DE Initials: _____ |    |   |    | QA Initials: _____    |                   |       |  |
| E98      | Update frequency (fill in blank)--NOT grade specific        |    |   |   |    |    |   |   |    | DE Date: _____     |    |   |    | QA Date: _____        |                   |       |  |
| E99      | Implementation review (fill in the blank) NOT grade sp      |    |   |   |    |    |   |   |    | DE Date: _____     |    |   |    | QA Date: _____        |                   |       |  |
| E100     | Requires district to report to the state                    | 0  | 1 | 2 | -9 | 0  | 1 | 2 | -9 | 0                  | 1  | 2 | -9 |                       |                   |       |  |