



Goose Creek CISD Wellness Policy- Triennial Assessment Report 6/4/2021

Background Information: An assessment of our school wellness policy must be conducted a minimum of once every three years per United States Department of Agriculture (USDA) regulations; however, Local Educational Agencies (LEAs) may assess their policy more frequently if they wish. Goose Creek Consolidated Independent School District School Health Advisory Council Wellness Committee meets annually to review the policy and address updates.

Purpose: The annual assessment varies each year based on the needs of our school system. The School Health Advisory Council Nutrition Subcommittee met via Webex on March 29, 2021 to review the local wellness policy and involve stakeholders in the process. The WellSAT 3.0 and WellSAT-I were completed by the Wellness Committee on May 14, 2021 in order to comply with the triennial assessment and to determine the strength of our wellness policy. Our wellness team decided to review implementation of the wellness policy at all campuses in the district by utilizing a survey tool called Survey Monkey. The Survey Monkey questionnaire was an abbreviated version of the WellSat I to meet the needs of our large school district.

Results: A blank copy of the WellSat 3.0 and Survey Monkey questions are available at the end of this document. The school wellness policies were evaluated based on the degree to which they addressed 67 policy items. The items are categorized into the following six areas of the wellness policy: Nutrition Education, Standards of USDA Child Nutrition Programs and School Meals, Nutrition Standards for Competitive and Other Foods and Beverages, Physical Education and Physical Activity, and Wellness Promotion and Marketing, and Implementation, Evaluation and Communication. The Goose Creek Consolidated Independent School Districts WellSat 3.0 revealed an overall strength score of 47 and a comprehensive score of 81. The scores are based on a scale of 0-100, with lower scores indicating less content and weaker language, and higher scores indicating more content and use of specific and directive language. The WellSat 3.0 revealed that Goose Creek Consolidated Independent School District operates in an average to above average range nationally. Below is the completed copy of our school district scorecard for the WellSat 3.0. Our Survey Monkey questionnaire revealed that 68% of our schools have an active wellness program. The schools that have an active wellness program also noted that they meet the basic requirements of the district wellness policy. The questionnaire seems to fall in alignment with the completed WellSat 3.0 results.

Completed Results of WellSat 3.0:



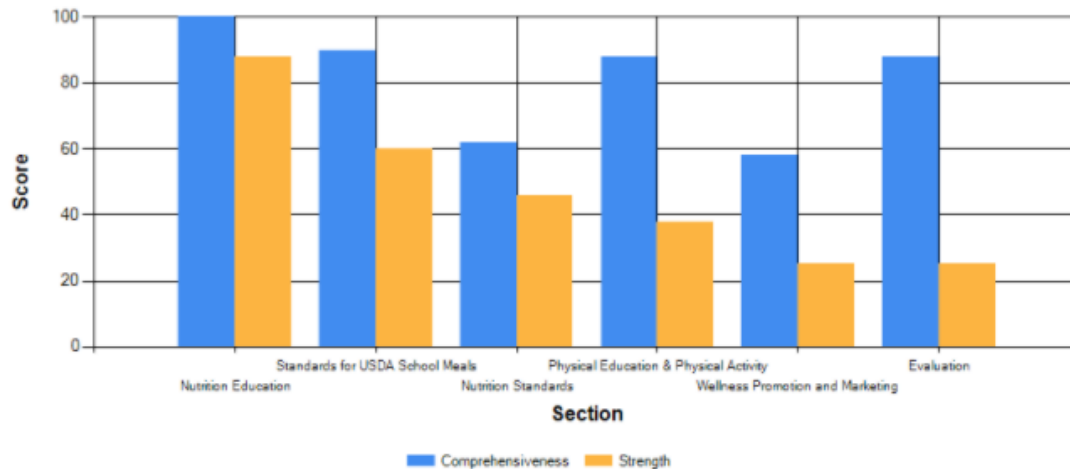
Your District's Scorecard

Congratulations! You have completed the WellSAT. Check out your scorecard below. It contains details of how you scored on each item and section of the assessment. It also provides resources that will help you improve your district's school wellness policy.

Items with a rating of "0" (item not addressed in the policy) or "1" (general or weak statement addressing the item) can be improved by referring to the resource links next to the items. Multiple resources addressing school wellness policy topics are available online. To avoid duplicative information, we have included a small selection, rather than a comprehensive listing.

Version: 3.0

Policy Name: 2021 Triennial Review GCCISD



Section 1. Nutrition Education

Rating

NE1	Includes goals for nutrition education that are designed to promote student wellness.	2
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	2
NE3	All elementary school students receive sequential and comprehensive nutrition education.	2
NE4	All middle school students receive sequential and comprehensive nutrition education.	2
NE5	All high school students receive sequential and comprehensive nutrition education.	2
NE6	Nutrition education is integrated into other subjects beyond health education	2
NE7	Links nutrition education with the school food environment.	2
NE8	Nutrition education addresses agriculture and the food system.	1
Subtotal for Section 1	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8. Multiply by 100. Do not count an item if the rating is "0."	100
	Strength Score: Count the number of items rated as "2" and divide this number by 8. Multiply by 100.	88



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

Rating

SM1	Assures compliance with USDA nutrition standards for reimbursable school meals.	2
SM2	Addresses access to the USDA School Breakfast Program.	1
SM3	District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	2
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	2
SM5	Specifies how families are provided information about determining eligibility for free/reduced priced meals.	0
SM6	Specifies strategies to increase participation in school meal programs.	2
SM7	Addresses the amount of "seat time" students have to eat school meals.	1
SM8	Free drinking water is available during meals.	2
SM9	Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	2
SM10	Addresses purchasing local foods for the school meals program.	1
Subtotal for Section 2	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 10. Multiply by 100. Do not count an item if the rating is "0."	90
	Strength Score: Count the number of items rated as "2" and divide this number by 10. Multiply by 100.	60

[Click here for School Food Resources](#)

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

Rating

NS1	Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.	2
NS2	USDA Smart Snack standards are easily accessed in the policy.	2
NS3	Regulates food and beverages sold in a la carte.	2
NS4	Regulates food and beverages sold in vending machines.	2
NS5	Regulates food and beverages sold in school stores.	2
NS6	Addresses fundraising with food to be consumed during the school day.	2
NS7	Exemptions for infrequent school-sponsored fundraisers.	1



NS8	Addresses foods and beverages containing caffeine at the high school level.	0
NS9	 Regulates food and beverages served at class parties and other school celebrations in elementary schools.	1
NS10	Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming.	0
NS11	Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.	0
NS12	Addresses food not being used as a reward.	0
NS13	Addresses availability of free drinking water throughout the school day.	0
Subtotal for Section 3	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 13. Multiply by 100. Do not count an item if the rating is "0."	62
	Strength Score: Count the number of items rated as "2" and divide this number by 13. Multiply by 100.	46

[Click here for Nutrition Standards Resources](#)

Section 4. Physical Education and Physical Activity

Rating

PEPA1	 There is a written physical education curriculum for grades K-12.	1
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	0
PEPA3	Physical education promotes a physically active lifestyle.	2
PEPA4	Addresses time per week of physical education instruction for all elementary school students.	2
PEPA5	Addresses time per week of physical education instruction for all middle school students.	2
PEPA6	Addresses time per week of physical education instruction for all high school students.	1
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	2
PEPA8	Addresses providing physical education training for physical education teachers.	1
PEPA9	Addresses physical education exemption requirements for all students.	2
PEPA10	Addresses physical education substitution for all students.	0
PEPA11	 Addresses family and community engagement in physical activity opportunities at all schools.	1
PEPA12	 Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	2



PEPA12	Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	2
PEPA13	Addresses recess for all elementary school students.	1
PEPA14	Addresses physical activity breaks during school.	1
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	1
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	1
Subtotal for Section 4	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 16. Multiply by 100. Do not count an item if the rating is "0."	88
	Strength Score: Count the number of items rated as "2" and divide this number by 16. Multiply by 100.	38

[Click here for Resources on Physical Activity in Schools](#)

Section 5. Wellness Promotion and Marketing

Rating

WPM1	Encourages staff to model healthy eating and physical activity behaviors.	0
WPM2	Addresses strategies to support employee wellness.	1
WPM3	Addresses using physical activity as a reward.	0
WPM4	Addresses physical activity not being used as a punishment.	0
WPM5	Addresses physical activity not being withheld as a punishment.	0
WPM6	Specifies marketing to promote healthy food and beverage choices.	2
WPM7	Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	2
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	2
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	0
WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers).	1
WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system).	1
WPM12	Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education).	1
Subtotal for Section 5	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 12. Multiply by 100. Do not count an item if the rating is "0."	58



Strength Score:
Count the number of items rated as "2" and divide this number by 12. Multiply by 100.

25

[Click here for Wellness Promotion and Marketing Resources](#)

Section 6. Implementation, Evaluation & Communication

Rating

IEC1	Addresses the establishment of an ongoing district wellness committee.	1
IEC2	 Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.	1
IEC3	 Identifies the officials responsible for the implementation and compliance of the local wellness policy.	1
IEC4	 Addresses making the wellness policy available to the public.	2
IEC5	 Addresses the assessment of district implementation of the local wellness policy at least once every three years.	1
IEC6	 Triennial assessment results will be made available to the public and will include:	2
IEC7	 Addresses a plan for updating policy based on results of the triennial assessment.	1
IEC8	Addresses the establishment of an ongoing school building level wellness committee.	0
Subtotal for Section 6	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8. Multiply by 100. Do not count an item if the rating is "0."	88
	Strength Score: Count the number of items rated as "2" and divide this number by 8. Multiply by 100.	25

[Click here for Resources for Wellness Policy Development, Implementation and Evaluation](#)

Overall District Policy Score

Total Comprehensiveness Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	District Score 81
Total Strength Add the strength scores for each of the six sections above and divide this number by 6.	District Score 47

 Federal Requirement  Farm to School  CSPAP



Survey Monkey: Copy of GCCISD Wellness Policy Campus Implementation Review Questionnaire

GCCISD Wellness Policy Campus Implementation Review

Background: The deputy superintendent is the District official responsible for overall implementation of FFA (Local) and administrative procedures, and ensuring that each campus complies with the policy. The District will periodically measure an assessment of the implementation of the District's wellness policy and the extent to which each campus is compliant with the wellness policy.

Directions: Please answer the following questions to indicate the degree of implementation at your campus.

1. School name.
2. Is there an active school level wellness committee? (Note: This may be called a campus wellness team, school health advisory committee, or similar name)
 - A school level wellness committee has not been established. (0)
 - There is a committee, but it has not met more than once in the past year. (3)
 - There is a committee that has met at least twice in the past year. (5)
3. Nutrition Education is integrated into other subjects beyond health education at our school.
 - Strongly disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly agree (5)
4. Our school offers breakfast and lunch to all students.
 - Yes (5) No(1)
5. Our students have at least 20 minutes to eat their lunch meal.
 - Yes (5) No(1)
6. I think that all foods and beverages sold to students during the school day at our school meet USDA "Smart Snack" standards.
 - Strongly disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly agree (5)
7. Physical education in our school is offered to all students.
 - Yes (5) No(1)
8. Physical education in our school promotes a physically active lifestyle.
 - Strongly disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly agree (5)
9. Our school environment encourages staff to model healthy eating and promote physical activity.
 - Strongly disagree (1) Disagree (2) Neutral (3) Agree (4) Strongly agree (5)
10. Our school supports our district wellness policy and has adopted it for our own local wellness policy.
 - Yes (5) No(1)
11. Comments or questions

Recordkeeping: Goose Creek Consolidated Independent School District must keep a copy of the most recent triennial assessment, along with supporting documentation on file. State agencies will assess compliance with the wellness policy requirements as a part of the General Areas of the Administrative Review every three years.



USDA's Local Wellness Policy Triennial Assessment Questions & Answers:

1. **How often must LEAs conduct assessments of schools' compliance with the local school wellness policy?** At a minimum, assessments must be conducted once every three years as described in 7 CFR 210.31(e); this is referred to as the triennial assessment. This assessment is separate from the Administrative Review conducted by the State agency. The local school wellness policy must be updated and in compliance with the final rule by June 30, 2017. Therefore, the first triennial assessment must be completed by June 30, 2020, however an extension was granted and our completion date is June 30, 2021.
2. **Who is responsible for conducting the assessments?** LEAs must designate at least one LEA or school official(s) as responsible for determining the extent to which each school under their jurisdiction is in compliance with their wellness policies (7 CFR 210.31(e)(1)). In addition to the official(s) identified, other stakeholders must be permitted to be involved in the review process as described in 7 CFR 210.31(d)(1). However, LEAs have discretion in how they implement this requirement since each LEA is best suited to determine the distinctive needs of the community it serves. LEAs are also encouraged to identify a wellness champion at each school that would assist with the implementation and monitoring of the policy at the school level.
3. **What must be included in the triennial assessment?** The LEA must develop a triennial assessment report that describes the extent to which its schools comply with the local school wellness policy, the extent to which the local policy aligns with model policies, and a description of progress towards attaining policy goals as described in 7 CFR 210.31(e)(2). There is local discretion on the format of the report. This report must be made available to the public (7 CFR 210.31(d)(3)).
4. **What tools should LEAs use to assess implementation and compliance with the local school wellness policy?** The LEA has the flexibility to develop tools that will assess compliance with the specific components of their local school wellness policy. Some State agencies and partner organizations have developed tools that LEAs can adapt to meet their needs. Example tools can be found at <https://www.fns.usda.gov/tn/local-school-wellness-policy>. In addition, the LEA must document when and how they evaluated their policy. For example, an agenda or attendance sheet could be used as documentation that the local school wellness policy was evaluated at a stakeholder meeting.
5. **How often does the LEA have to update the policy?** USDA does not specify the frequency of updates to the local school wellness policy, as the need to update will vary based on the content and structure of the policy. However, it is recommended that the policy is updated, at a minimum, after conducting the triennial assessments (7 CFR 210.31(e)(3)). LEAs are also required to annually notify the public about the content of the local school wellness policy and any updates to the policy as stated in 7 CFR 210.31(d)(2).
6. **How should LEAs compare their policies to model policies?** The responsibility for developing a local school wellness policy was placed at the LEA level so that each LEA has the flexibility to customize their own policy based on their own unique circumstances. However, at a minimum, LEAs must compare their policy against model policies during the triennial assessment (7 CFR 210.31(e)(2)(ii)).
7. **Does the LEA need to do a triennial assessment of all the schools under its jurisdiction, or does each school do its own triennial assessment and report back to the LEA?** The LEA is responsible for ensuring that a triennial assessment of all the schools under its jurisdiction has been conducted. The LEA may conduct the triennial assessment on behalf of each participating school under its jurisdiction or may allow each school to conduct its own assessment. Goose Creek Consolidated Independent School District utilized the WellSat 3.0 as well as a questionnaire through Survey Monkey to meet the USDA guidelines.

Additional Resources:

[USDA Summary of the Final Rule](#)

[WellSAT 3.0 Scoresheet.pdf](#)



WORKSHEET 3: IDENTIFY CONNECTIONS BETWEEN POLICY AND PRACTICE

This worksheet includes four sections that assess the connections between the written wellness policy and the district and school practices.

Instructions: Print out the WellSAT 3.0 Scorecard and Scorecard for the WellSAT-I. With the two scorecards side by side, go through each section and identify the following using Worksheet 3:



All items that received a written policy score of 2 and an interview practice score of 2. These are your district's Strong Policies and Aligned Practices. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 1 or 2 and an interview practice score of 0 or 1. These are items where you need to Create Practice Implementation Plans. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 0 or 1 and an interview practice score of 2. These items are where your district should Update Policies. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 0 or 1 and an interview practice score of 0 or 1. These items represent Opportunities for Growth. List items in this section on Worksheet 2, starting with those that are federally required.



SECTION 1: STRONG POLICIES AND ALIGNED PRACTICES



This document identifies where the district has a strong policy and is fully implementing practices that align with the policy.

- Describe the items that received a written policy score of 2 and an interview practice score of 2. Start with the Federal Requirements for each section.

Item number	Item description
Section 1. Nutrition Education	
NE3	All elementary school students receive sequential and comprehensive nutrition education.
NE4	All middle school students receive sequential and comprehensive nutrition education.
NE5	All high school students receive sequential and comprehensive nutrition education.
NE6	Nutrition education is integrated into other subjects beyond health education
Section 2: Standards for USDA Child Nutrition Programs and School Meals	
SM1	 Assures compliance with USDA nutrition standards for reimbursable school meals.
SM3	 District takes steps to protect the privacy of students who qualify for free or reduced priced meals.
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.
SM6	Specifies strategies to increase participation in school meal programs.
SM8	 Free drinking water is available during meals.
SM9	 Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.
Section 3: Nutrition Standards for Competitive and Other Foods and Beverages	
NS1	 Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.
NS3	 Regulates food and beverages sold in a la carte.
NS6	 Addresses fundraising with food to be consumed during the school day.
Section 4: Physical Education and Physical Activity	
PEPA3	Physical education promotes a physically active lifestyle.
PEPA7	Addresses qualifications for physical education teachers for grades K-12.



PEPA9	Addresses physical education exemption requirements for all students.
PEPA12	 Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.
Section 5: Wellness Promotion and Marketing	
WPM6	Specifies marketing to promote healthy food and beverage choices.
WPM7	 Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).
Section 6: Implementation, Evaluation & Communication	
IEC4	 Addresses making the wellness policy available to the public.

SECTION 2: CREATE PRACTICE IMPLEMENTATION PLAN



This document identifies areas where there is a strong or weak policy, but practice implementation is either absent or limited. The Connecticut State Department of Education (CSDE) recommends working with key stakeholders and developing a plan to fully implement the policy as written.

- Enter the items that received a written policy score of 1 or 2 and an interview practice score of 0 or 1. **Start with the Federal Requirements for each section.**

Item number	Item description
Section 1. Nutrition Education	
NE1	 Includes goals for nutrition education that are designed to promote student wellness.
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.
NE7	Links nutrition education with the school food environment.
NE8	 Nutrition education addresses agriculture and the food system.
Section 2: Standards for USDA Child Nutrition Programs and School Meals	
Section 3: Nutrition Standards for Competitive and Other Foods and Beverages	
NS4	 Regulates food and beverages sold in vending machines.
NS5	 Regulates food and beverages sold in school stores.



NS9	Regulates food and beverages served at class parties and other school celebrations in elementary schools.
NS2	USDA Smart Snack standards are easily accessed in the policy.
NS7	Exemptions for infrequent school-sponsored fundraisers.
Section 4: Physical Education and Physical Activity	
PEPA1	There is a written physical education curriculum for grades K-12.
PEPA4	Addresses time per week of physical education instruction for all elementary school students.
PEPA5	Addresses time per week of physical education instruction for all middle school students.
PEPA6	Addresses time per week of physical education instruction for all high school students.
PEPA11	Addresses family and community engagement in physical activity opportunities at all schools.
PEPA13	Addresses recess for all elementary school students.
PEPA14	Addresses physical activity breaks during school.
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.
Section 5: Wellness Promotion and Marketing	
WPM2	Addresses strategies to support employee wellness.
Section 6: Implementation, Evaluation & Communication	
IEC2	Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.
IEC5	Addresses the assessment of district implementation of the local wellness policy at least once every three years.
IEC6	Triennial assessment results will be made available to the public and will include:
IEC7	Addresses a plan for updating policy based on results of the triennial assessment.

SECTION 3: UPDATE POLICIES

This document identifies areas where the LEA is (a) fully implementing practices but there is no or only weak language in the written policy, or (b) partially implementing practices with no policy language. Best practice is to update the policy to match the implementation level.



- ▶ Enter the items that received a written policy score of 0 or 1 **and** an interview practice score of 2. **Start with the Federal Requirements for each section.**



Item number	Item description
	Section 1. Nutrition Education
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM2	Addresses access to the USDA School Breakfast Program.
SM5	Specifies how families are provided information about determining eligibility for free/reduced priced meals.
SM7	Addresses the amount of "seat time" students have to eat school meals.
SM10	 Addresses purchasing local foods for the school meals program.
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
	Section 4: Physical Education and Physical Activity
PEPA8	Addresses providing physical education training for physical education teachers.
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.
	Section 5: Wellness Promotion and Marketing
WPM1	Encourages staff to model healthy eating and physical activity behaviors.
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).
WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers).
WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system).
	Section 6: Implementation, Evaluation & Communication
IEC3	 Identifies the officials responsible for the implementation and compliance of the local wellness policy.
IEC1	Addresses the establishment of an ongoing district wellness committee.
IEC8	Addresses the establishment of an ongoing school building level wellness committee.



SECTION 4: OPPORTUNITIES FOR GROWTH

This identifies areas where the district has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way.



- Enter the items that received a written policy score of 0 or 1 and an interview practice score of 0 or 1. Start with the Federal Requirements for each section.

Item number	Item description
Section 1: Nutrition Education	
NE8	 Nutrition education addresses agriculture and the food system.
Section 2: Standards for USDA Child Nutrition Programs and School Meals	
Section 3: Nutrition Standards for Competitive and Other Foods and Beverages	
NS9	 Regulates food and beverages served at class parties and other school celebrations in elementary schools.
NS7	Exemptions for infrequent school-sponsored fundraisers.
NS8	Addresses foods and beverages containing caffeine at the high school level.
NS10	Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming.
NS11	Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.
NS12	Addresses food not being used as a reward.
NS13	Addresses availability of free drinking water throughout the school day.
Section 4: Physical Education and Physical Activity	
PEPA1	 There is a written physical education curriculum for grades K-12.
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.
PEPA6	Addresses time per week of physical education instruction for all high school students.
PEPA10	Addresses physical education substitution for all students.
PEPA11	 Addresses family and community engagement in physical activity opportunities at all schools.
PEPA13	Addresses recess for all elementary school students.
PEPA14	 Addresses physical activity breaks during school.



PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.
Section 5: Wellness Promotion and Marketing	
WPM2	 Addresses strategies to support employee wellness.
WPM3	Addresses using physical activity as a reward.
WPM4	Addresses physical activity not being used as a punishment.
WPM5	Addresses physical activity not being withheld as a punishment.
WPM12	Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education).
Section 6: Implementation, Evaluation & Communication	
IEC2	 Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.
IEC5	 Addresses the assessment of district implementation of the local wellness policy at least once every three years.
IEC7	 Addresses a plan for updating policy based on results of the triennial assessment.