

Your District's Scorecard

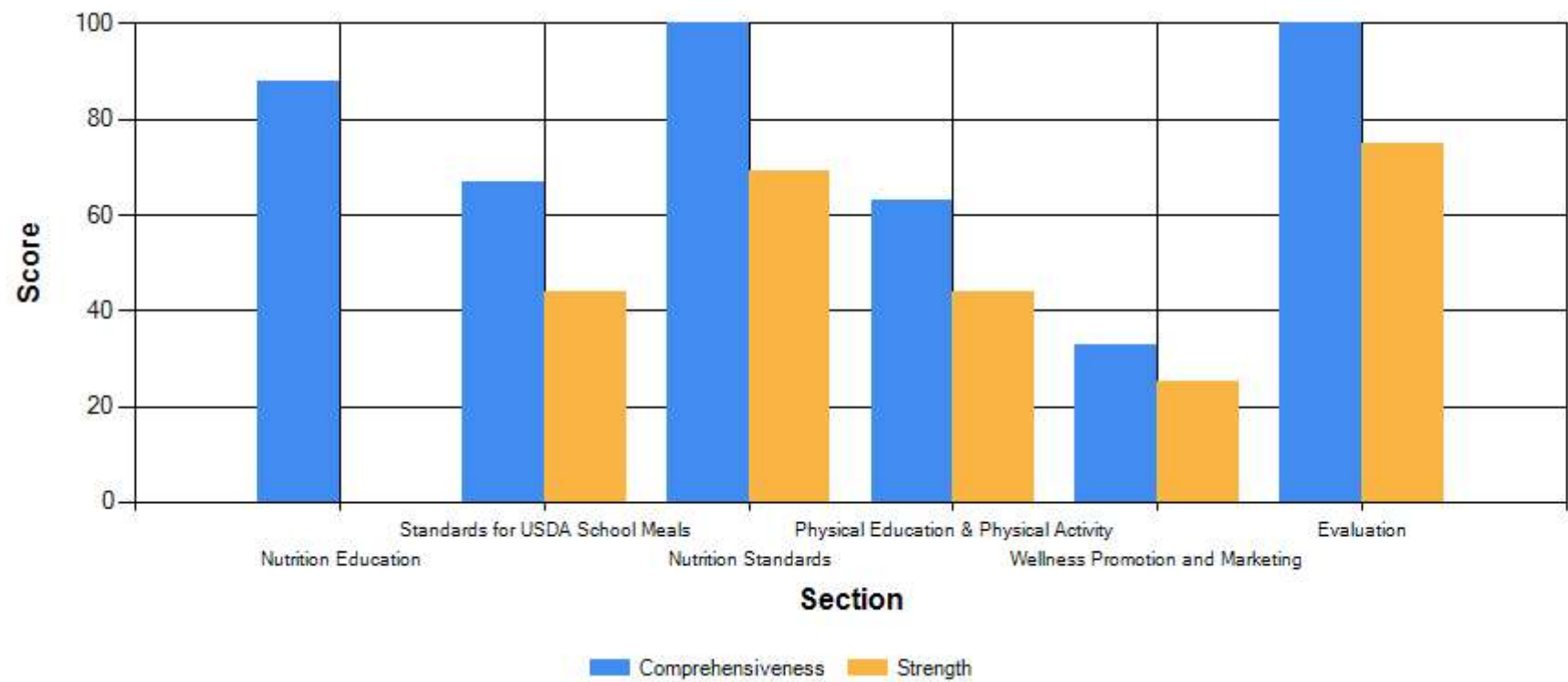
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Congratulations! You have completed the WellSAT. Check out your scorecard below. It contains details of how you scored on each item and section of the assessment. It also provides resources that will help you improve your district's school wellness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

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

Version: 3.0

Policy Name: IDEA Public Schools 2025



Section 1. Nutrition Education

Rating

NE1	 Includes goals for nutrition education that are designed to promote student wellness.	1
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	1
NE3	All elementary school students receive sequential and comprehensive nutrition education.	1
NE4	All middle school students receive sequential and comprehensive nutrition education.	1
NE5	All high school students receive sequential and comprehensive nutrition education.	1
NE6	Nutrition education is integrated into other subjects beyond health education	1
NE7	Links nutrition education with the school food environment.	1
NE8	 Nutrition education addresses agriculture and the food system.	0
Subtotal for Section 1	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). 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 (the number of items in this section). Multiply by 100.	0

[Click here for Nutrition Education Resources](#)

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

Rating

SM1	 Assures compliance with USDA nutrition standards for reimbursable school meals.	1
SM2	Addresses access to the USDA School Breakfast Program.	2
SM3	 District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	1
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	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.	2
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.	0
SM10	 Addresses purchasing local foods for the school meals program.	0
Subtotal for Section 2	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 9 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	67
	Strength Score: Count the number of items rated as "2" and divide this number by 9 (the number of items in this section). Multiply by 100.	44

[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 with food to be consumed during the school day.	1
NS8	Addresses foods and beverages containing caffeine at the high school level.	2
NS9	 Regulates food and beverages served at class parties and other school celebrations in elementary schools.	2
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.	1
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.	1
NS12	Addresses food not being used as a reward.	1
NS13	Addresses availability of free drinking water throughout the school day.	2

Subtotal for Section 3	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 13 (the number of items in this section). 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 13 (the number of items in this section). Multiply by 100.	69

[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.	2
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	2
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.	2
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	0
PEPA8	Addresses providing physical education training for physical education teachers.	0

PEPA9	Addresses physical education exemption requirements for all students.	0
PEPA10	Addresses physical education substitution for all students.	0
PEPA11	 Addresses family and community engagement in physical activity opportunities at all schools.	0
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.	0
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 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	63
	Strength Score: Count the number of items rated as "2" and divide this number by 16 (the number of items in this section). Multiply by 100.	44

[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.	0
WPM3	Addresses using physical activity as a reward.	0
WPM4	Addresses physical activity not being used as a punishment.	2
WPM5	Addresses physical activity not being withheld as a punishment.	2
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.	1
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	0
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).	0
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).	0
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).	0

Subtotal for Section 5	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 12 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	33
	Strength Score: Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). 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.	2
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.	2
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.	1
IEC5	 Addresses the assessment of district implementation of the local wellness policy at least once every three years.	2
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.	2

IEC8	Addresses the establishment of an ongoing school building level wellness committee.	2
Subtotal for Section 6	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). 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 (the number of items in this section). Multiply by 100.	75

[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 75
Total Strength Add the strength scores for each of the six sections above and divide this number by 6.	District Score 43



Federal Requirement



Farm to School



CSPAP

**Triennial Assessment Report: Idea Public Schools Triennial Assessment
2025 (1/2025)
District: IDEA PUBLIC SCHOOLS**

Introduction

Strong Policies and Aligned Practices

		Policy Score	Practice Score	
FR4	Is free (i.e., no cost to students) drinking water available to students during meals?	2	2	☆
FR7	Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?	2	2	☆
FR8	Do all foods and beverages sold in vending machines meet Smart Snack standards?	2	2	☆
FR9	Do all foods and beverages sold in school stores during the school day meet Smart Snack standards?	2	2	☆
FR10	Are there fundraisers that sell foods or beverages to be consumed during the school day? If yes, do the foods and beverages sold meet Smart Snacks standards?	2	2	☆
FR13	Which groups are represented on the district-level wellness committee?	2	2	☆
FR16	Is wellness policy implementation evaluated every three years?	2	2	☆
FR18	Has the wellness policy been revised based on the previous triennial assessment?	2	2	☆
NES1	Does the district offer breakfast every day to all students?	2	2	☆
NES4	Does your school use strategies to maximize participation in the school breakfast program and/or school lunch program?	2	2	☆

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NES6	Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated?	2	2	☆
NES10	Are foods or beverages containing caffeine sold at the high school level?	2	2	☆
NES14	Do students have consistent and easy access to free drinking water throughout the school day?	2	2	☆
PEPA1	✋ Does the district have a written physical education curriculum that is implemented consistently for every grade?	2	2	☆
PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	2	2	☆
PEPA3	How does your physical education program promote a physically active lifestyle?	2	2	☆
PEPA4	How many minutes per week of PE does each grade in elementary school receive?	2	2	☆
PEPA12	✋ Are there opportunities for all students to engage in physical activity before and after school?	2	2	☆
PEPA18	Do teachers ever use physical activity as a punishment?	2	2	☆
IC1	Is there an active district-level wellness committee?	2	2	☆

Create Practice Implementation Plan

**Triennial Assessment Report: Idea Public Schools Triennial Assessment
2025 (1/2025)
District: IDEA PUBLIC SCHOOLS**

		Policy Score	Practice Score	
FR6	Do all competitive foods and beverages sold to students during the school day meet or exceed the USDA's nutrition standards, commonly called Smart Snacks?	2	1	
FR11	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	2	1	
FR17	What is included in the triennial assessment report to the public?	2	1	
NES5	Are marketing strategies used to promote healthy food and beverage choices in school?	2	1	
NES8	Do you know where to access the USDA Smart Snacks nutrition standards to check and see if an item can be sold in school during the school day?	2	1	
PEPA5	How many minutes per week of PE does each grade in middle school receive?	2	1	
PEPA6	How many minutes per week of PE does each grade in high school receive?	2	1	
PEPA19	Do teachers ever withhold physical activity as a classroom management tool?	2	1	
IC2	Is there an active school-level wellness committee?	2	1	

Update Policies

**Triennial Assessment Report: Idea Public Schools Triennial Assessment
2025 (1/2025)
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		Policy Score	Practice Score	
FR1	Does the district have specific goals for nutrition education designed to promote student wellness?	1	2	
FR2	Do your National School Lunch Program meals (and, if applicable, School Breakfast Program meals) meet all federal standards for meal patterns, nutrient levels, and calorie requirements for the grade levels served?	1	2	
FR3	Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?	1	2	
FR5	Do all school nutrition program directors, managers, and staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements?	0	2	
FR12	Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?	1	2	
FR15	How is the wellness policy made available to the public?	1	2	
NES2	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	0	2	
NES9	Are you familiar with any state laws allowing exemptions for school-sponsored fundraisers during which foods and beverages do not have to meet Smart Snacks?	1	2	
NES11	Do all foods or beverages SERVED (not sold) to students after the school day on school grounds (including aftercare, clubs, and afterschool programming) meet federal nutrition standards (e.g., CACFP or Smart Snacks)?	1	2	

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NE6	Do school nutrition services staff members use the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?	1	2	
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	0	2	
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	0	2	
PEPA9	What percentage of students do you estimate do not take PE each year due to exemptions?	0	2	
PEPA10	What percentage of students do you estimate do not take PE each year due to substitutions?	0	2	
PEPA13	Is there daily recess for all grades in elementary school?	1	2	
PEPA17	 Are teachers encouraged to use physical activity as a reward for students?	0	2	
EW1	 Are there strategies used by the school to support employee wellness?	0	2	

Opportunities for Growth

		Policy Score	Practice Score	
FR14	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school?	1	1	

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NES7	 In your district, is it a priority to procure locally produced foods for school meals?	0	1	
NES12	Do all foods or beverages SOLD (not served) to students after the school day on school grounds (including aftercare, clubs, and afterschool programming) meet federal nutrition standards (e.g., CACFP or Smart Snacks)?	1	1	
NES13	Do teachers or school staff give students food as a reward?	1	1	
NE1	Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?	1	1	
NE2	Do all elementary school students receive sequential and comprehensive nutrition education?	1	1	
NE3	Do all middle school students receive sequential and comprehensive nutrition education?	1	1	
NE4	Do all high school students receive sequential and comprehensive nutrition education?	1	1	
NE5	Is nutrition education integrated into other subjects beyond health education?	1	1	
NE7	 Does nutrition education address agriculture and the food system?	0	1	
PEPA11	 Are there opportunities for families and community members to engage in physical activity at school?	0	1	
PEPA14	 Do teachers provide regular physical activity breaks for students in the classroom?	1	1	
PEPA15	Does the district have “joint-use” or “shared-use” agreements?	0	1	

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PEPA16	What proportion of students walk or bike to school?	1	1	
EW2	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	0	1	

Conclusion

Key



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



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



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



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

For more resources, visit: wellsat.org/resources