Local Wellness Policy: Triennial Assessment Summary

Results, Progress and Goals

1. General Information

School(s) included in assessment: Green City Elem + Green City High School

Month and year of current assessment: Oct. 2026

Date of last LWP revision: April 2024

Website address for LWP and/or details on how public can access a copy:

Under parent resources

2. Wellness Committee Information

How many times per year does your Wellness Committee meet? typically 2 in-person
2 via e-mail

POLICY LEADERSHIP: Designated School Wellness Leader

Name	Job Title	Email Address
Jamie Niece	School Nurse	jniece@greencity.k12.mo.us

PUBLIC INVOLVEMENT: School Wellness Committee Members

*A diverse group of stakeholders should be invited including Administrators, Classroom Teachers, PE Teachers, SFA Reps, School Nurses, Community Members, Parents, Students, Medical/Healthcare Professionals

Name	Job Title	Email Address
See list on school website		

3. COMPARE LEA's Local Wellness Policy to Model Local Wellness Policy

- Complete the *Rudd Center WellSAT3.0 Assessment Tool* - https://www.wellsat.org/;
  OR *Alliance for a Healthier Generation District Level Thriving School Integrated Assessment (TSIA)* - https://www.healthiergeneration.org/take-action/get-help/how-to-complete-an-assessment#districts
  OR *similar assessment tool*: _____

*Refer to language in your current local wellness policy to assist in determining preferred assessment tools for your district

- Assessment Tool Scores: Total Comprehensiveness 63 / Total Strength 36
- Keep a copy of the results on file for at least three full school years plus the current year.
- Indicate model policy language used for comparison:
  - Missouri School Boards' Association
  - (●) Missouri Consultants for Education
  - Alliance for a Healthier Generation
  - Other: _____
- Describe how your wellness policy compares to model wellness policies:

Contains all required components

4. ASSESS School Compliance with LWP and Progress Towards Goals

- Complete the *CDC's School Health Index (SHI)* - https://www.cdc.gov/healthyschools/shi/index.htm;
  OR *Alliance for a Healthier Generation School Level Thriving Schools Integrated Assessment (TSIA)* - https://www.healthiergeneration.org/take-action/get-help/how-to-complete-an-assessment#schools;
  OR *CDC's Wellness Policy in Action Tool (WPAT)* - https://www.cdc.gov/healthyschools/wpat/index.htm
  OR *similar assessment tool*: _____
  **Refer to language in your current local wellness policy to assist in determining preferred assessment tools for your district*
- Assessment Tool Scores: See goal sheet in binder
- Keep a copy of the results on file for at least three full school years plus the current year.

Using the tables below:

First, indicate language that is currently written in district local wellness policy in relation to each topic listed.

Next, assess and discuss whether the district is meeting the goal, partially meeting the goal, or not meeting the goal.

Finally, indicate the progress made for each goal and next steps that have been identified.

Green City R-1
Triennial Assessment Goals
October 2026

Goal	Action Steps	Progress and Next Steps
Federal Regulations FR16: The district will ensure that the triennial assessment is completed every 3 years.	The district will evaluate progress towards the goals listed in the triennial assessment during the first meeting and final meeting of each school year. The triennial assessment will be completed again in September of 2028.	
Federal Regulations FR17: The district will ensure the triennial assessment is made available to the public.	The triennial assessment will be posted to the district website. Information about the wellness policy and the triennial assessment will be shared in the district newsletter each school year.	
Federal Regulations FR18: The wellness policy will be revised based on the triennial assessment.	Possible revisions to the wellness policy will be discussed at the conclusion of each school year, using the progress toward goals as a source of information.	
Nutrition and Environment Services NES4: The district will utilize strategies to maximize participation in the school breakfast program.	The district will look for ways to "incentive" student high school students to participate in the breakfast program. The district will investigate the implementation of a grab and go breakfast for middle school and high school students.	

Green City R-1
Triennial Assessment Goals
October 2026

Nutrition and Environment Services NE6: The district will use a variety of methods to collaborate with teachers to reinforce nutrition education.	Poster with nutritional information about the snack provided with the FFVP grant will be displayed near the fruit or vegetables. Staff will be encouraged to share the information with their students. Staff will identify which grade levels should use the Extension Office Nutrition expert to provide lessons for students. Staff will be encouraged to incorporate "tasting parties" into instruction when food-related topics arise in the curriculum and hands-on tasting experiences would enhance student understanding, engagement, and learning.	

WellSAT Practice Questions

Updated: April 24, 2025

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Section 1: Federal Requirements

FR1 - Does the district have specific goals for nutrition education designed to promote student wellness?	
Suggested respondent: Head of Curriculum or Health/Nutrition Teacher	
N/A	Not applicable
0	Nutrition education is not provided.
1	There is some guidance about nutrition lessons, but I am not confident that there is a standards-based curriculum that includes specific goals to promote student wellness.
2	The district uses a standards-based curriculum with specific goals to promote student wellness.
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?	
Suggested respondent: Food Service Director	
N/A	Not applicable
0	School meals **do not meet** the nutrition standards and meal pattern requirements.
1	School meals meet **most** of the nutrition standards and meal pattern requirements but not all (e.g., sodium, whole grain requirements).
2	Yes, school meals meet **all** nutrition standards and meal pattern requirements.
FR3 - Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?	
NOTE: if your school offers free meals for all students then select "2". *Suggested respondent: Food Service Director*	
N/A	Not applicable
0	I am not confident that the privacy of students who qualify for free or reduced-price meals is protected.
1	I am somewhat confident that the privacy of students who qualify for free or reduced-price meals is protected.
2	I am fully confident that the privacy of students who qualify for free or reduced-price meals is protected.

UCONN RUDD CENTER

FR4 - Is free (i.e., no cost to students) drinking water available to students during meals?	
Do not include water for sale. *Suggested respondent: Food Service Director*	
N/A	Not applicable
0	Water is not available or only available for sale.
1	Yes, but access is inconsistent (e.g., available only sometimes; available only upon request).
2	Yes, free water is consistently available to students during meals (e.g., water fountains or water filling stations are available in all cafeterias; water jugs and cups are present in the cafeteria and students have access to water throughout the meal period).
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?	
NOTE: USDA's Professional Standards requirements establish minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. (See link for details). *Suggested respondent: Food Service Director*	
N/A	Not applicable
0	No, many food and nutrition services staff DO NOT meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.
1	Most food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.
2	Yes, all food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.
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?	
The school day begins at midnight the night before and goes until 30 minutes after the final bell. *Suggested respondent: Food Service Director*	
N/A	Not applicable
0	I am not confident that all foods sold during the school day meet Smart Snacks nutrition standards.
1	I am mostly confident that all foods sold during the school day meet Smart Snacks nutrition standards.
2	I am fully confident that all foods sold during the school day meet Smart Snacks nutrition standards OR we do not sell competitive foods at our school.
FR7 - Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?	
Suggested respondent: Food Service Director	
N/A	Not applicable
0	I am not confident that all a la carte foods and beverages sold in the cafeteria meet Smart Snacks nutrition standards.
1	I am mostly confident that all a la carte foods and beverages sold in the cafeteria meet Smart Snacks nutrition standards.
2	I am fully confident that all a la carte foods and beverages sold in the cafeteria meet Smart Snacks nutrition standards OR we do not sell a la carte foods in the cafeteria.

FR8 - Do all foods and beverages sold in vending machines meet Smart Snack standards?	
Suggested respondent: Food Service Director/Principal	
N/A	Not applicable
0	I am not confident that all foods and beverages sold in vending machines meet Smart Snacks nutrition standards.
1	I am mostly confident that all foods and beverages sold in vending machines meet Smart Snacks nutrition standards.
2	I am fully confident that all foods and beverages sold in vending machines meet Smart Snacks nutrition standards OR we do not have vending machines on school property.
FR9 - Do all foods and beverages sold in school stores during the school day meet Smart Snack standards?	
Suggested respondent: Food Service Director/Principal	
N/A	Not applicable
0	I am not confident that all foods and beverages sold in school stores meet Smart Snacks nutrition standards.
1	I am mostly confident that all foods and beverages sold in school stores meet Smart Snacks nutrition standards.
2	I am fully confident that all foods and beverages sold in school stores meet Smart Snacks nutrition standards OR we do not have school stores.
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?	
If there are no fundraisers, score "2". If yes, how confident are you that all items sold for fundraisers meet Smart Snacks nutrition standards? (Note: Some states have passed regulations permitting exemptions from the federal law prohibiting non-Smart Snack fundraisers during the school day – this is addressed in item NES9).	
Suggested respondent: Food Service Director/Principal	
N/A	Not applicable
0	There are fundraisers during the school day, and I am not confident that all items meet Smart Snack standards. [Note: Score 0 if these products are sold in compliance with state-defined exemptions – see NES9.]
1	There are fundraisers during the school day, and I am mostly confident that all items meet Smart Snack standards.
2	There are no food or beverage fundraisers during the school day OR there are fundraisers during the school day and I am fully confident that all items meet Smart Snack standards.
FR11 - Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	
Suggested respondent: Principal Use N/A if no elementary schools in district.	
N/A	Not applicable
0	There are no restrictions on the types of foods and beverages served or offered during the school day OR there are restrictions but I am not confident that they are followed consistently.
1	There are Smart Snacks or other nutrition standards for foods served or offered to students, and I am confident that all foods served meet them.
2	I am confident that there are no food-based celebrations.

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?	
Federal Rule language states that schools may only "permit marketing on the school campus during the school day of those foods and beverages that meet the nutrition standards under 210.11 and promote student health and reduce childhood obesity." School marketing includes the name or depiction of products, brands, logos, trademarks, or spokespersons or characters, on any property or facility owned or leased by the school district or school. This includes any facilities used during the school day for school-related activities including school buildings and campus; outside and areas adjacent to school buildings; athletic fields; school buses; and parking lots. Note that marketing can be found in many locations, including: signs, scoreboards, sports equipment; curricula, textbooks, websites used for educational purposes, or other educational materials (both printed and electronic); exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, trash and recycling containers, etc.; or advertisements in school publications, on school radio stations, in-school television, computer screen savers and/or school-sponsored Internet sites, or announcements on the public announcement (PA) system. *Suggested respondent: Principal*	
N/A	Not applicable
0	There are foods marketed on campus during the school day that do not meet Smart Snacks criteria.
1	I am mostly confident that foods marketed on campus during the school day meet Smart Snacks standards.
2	I am fully confident that foods marketed on campus during the school day meet Smart Snacks standards OR there are no foods marketed on campus during the school day.
FR13 - Which groups are represented on the district-level wellness committee?	
Note an individual can represent more than one role: Parents; Students; School Food Authority representative; PE Teacher; School Health Professional (nurse, nurse practitioner, school-based health center provider); School Board Member; School Administrator; Community member. *Suggested respondent: District Level Official*	
N/A	Not applicable
0	There is no committee, or it has 3 or fewer of the listed roles represented.
1	The wellness committee has 4 or 5 of the listed roles represented.
2	The wellness committee has 6 to 8 of the roles represented.
FR14 - Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school?	
Suggested respondent: District Level Official / Principal	
N/A	Not applicable
0	I am not sure who is responsible for ensuring policy implementation in each school building.
1	I believe that there are officials responsible for policy implementation and compliance, but cannot give specific examples of who they are or how this is achieved.
2	I can describe who is in charge of ensuring policy implementation across schools and how compliance is monitored (e.g., each school provides annual written reports on compliance with specific policies).

FR15 - How is the wellness policy made available to the public? Is it available online? How often is the public informed where to find the policy?	
Suggested respondent: District Level Official / Principal	
N/A	Not applicable
0	The policy is not shared with the public.
1	The policy is available only upon request, or there has not been communication about it in over a year.
2	The policy is posted online and the policy is distributed to the public with any updates at least once a year through district communication channels.
FR16 - Is wellness policy implementation evaluated every three years?	
Examples of evaluation tools include: the current assessment, the CDC's School Health Index, or local or state policy implementation checklists. Note: if you are completing this measure, select "2". *Suggested respondent: District Level Official*	
N/A	Not applicable
0	District compliance with the wellness policy has not been assessed.
1	District compliance with the wellness policy has been assessed, but not within the last three years.
2	District compliance with the wellness policy is currently being assessed or has been assessed within the last three years.
FR17 - What is included in the triennial assessment report to the public?	
Note: the requirement is to include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; 2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies; 3. A description of the progress made in attaining the goals of the local school wellness policy. *Suggested respondent: District Level Official*	
N/A	Not applicable
0	There has not been a triennial assessment.
1	There is a triennial assessment, but it does not include all three progress report elements.
2	The triennial assessment includes (or will include) all three progress report elements.
FR18 - Has the wellness policy been revised based on the previous triennial assessment?	
Suggested respondent: District Level Official	
N/A	Not applicable
0	The wellness policy has not been revised since the last triennial assessment.
1	I believe the wellness policy has been revised but I cannot describe how the triennial assessment results were used to revise the policy.
2	I can describe how the triennial assessment was used to revise the wellness policy (e.g., the wellness policy was compared to a model policy and the committee decided which topics to revise based on district priorities and resources).

Section 2: Nutrition Environment and Services

NES1 - Does the district offer breakfast every day to all students?	
Examples include: breakfast is only offered on testing days; only offered Monday, Wednesday and Friday; only offered in some schools.	
N/A	Not applicable
0	Breakfast is not offered in the district.
1	School breakfast is offered, but not every day to all students.
2	School breakfast is offered every day to all students.
NES2 - Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	
N/A	Not applicable
0	I am not confident that students with unpaid meal balances are not stigmatized in some manner (e.g., visibly identified, refused a meal, or given an alternate meal).
1	I am mostly confident that students with unpaid meal balances are not stigmatized or given a different meal.
2	I am fully confident that students with unpaid meal balances are not stigmatized in any way (e.g., overtly identified) and are always given the regular reimbursable meal.
NES3 - Does your school or district provide information to families about eligibility for free or reduced-price meals?	
Strategies include: application sent home to all families at the beginning of the school year, application available on school or district website, school counselor or nurse reaches out to families who might be eligible, applications available for families at PTA/PTO meetings	
N/A	Not applicable
0	Our school or district does not use any of these strategies.
1	Our school or district uses one of these strategies to provide information to families about free or reduced-price meals.
2	Our school or district uses multiple of these strategies to provide information to families about free or reduced-price meals or provides free meals for all students. Score 2 if you provide universal free meals.
NES4 - Does your school use strategies to maximize participation in the school breakfast program and/or school lunch program?	
Examples include: universal free meals, breakfast in the classroom, breakfast after the bell/grab and go breakfast/second-chance breakfast, marketing/promoting meals, providing taste tests, getting student input, offering meals that reflect cultural preferences, using scratch cooking, offering a variety of fruits and vegetables, and offering multiple points of sale.	
N/A	Not applicable
0	We do not use any of these strategies
1	We use strategies infrequently or inconsistently
2	Yes, we use multiple strategies consistently
NES5 - Are marketing strategies used to promote healthy food and beverage choices in school?	
Examples of promotion include signage, prominent placement, or better pricing of the healthier items.	
N/A	Not applicable
0	No specific efforts are made to promote healthy food or beverage choices.
1	Limited efforts are made to promote healthy food and beverage choices OR they are not employed consistently.

2	Multiple strategies are used consistently to promote healthy food and beverage choices.
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?	
NOTE: Seat time does not include time for handwashing, walking to where the meal is served, waiting in line, selecting items for the meal, waiting to pay, or walking to the table. The time that students are allotted for breakfast and/or lunch should be uninterrupted (i.e., designated for eating and not for completing make-up work or other academic assignments).	
N/A	Not applicable
0	Students do not have at least 20 minutes of seated time for lunch and at least 10 minutes for breakfast.
1	Students sometimes have at least 20 minutes of seated time for lunch and at least 10 minutes for breakfast.
2	Students consistently have at least 20 minutes of seated time for lunch and at least 10 minutes for breakfast. (NOTE: If the school does not have a breakfast program, but does provide at least 20 minutes for lunch, you can select 2.)
NES7 - In your district, is it a priority to procure locally produced foods for school meals?	
N/A	Not applicable
0	There is not an effort to purchase locally grown foods in the district.
1	Some locally grown foods are purchased for schools, but it is not a priority.
2	Procuring locally grown foods is a priority.
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?	
N/A	Not applicable
0	I do not know where to look to access the standards.
1	I have an idea of where to find the standard, but I'm not completely sure.
2	Yes, I can describe exactly where to find the standards.
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?	
If your state does not allow any exemptions, score item N/A. If you do not know if your state allows exemptions, contact the state agency that oversees Child Nutrition.	
N/A	Our state does not permit any non-compliant Smart Snacks fundraisers during the school day.
0	The number of non-compliant fundraisers in our district exceeds our state's maximum number of exemptions.
1	Our district has non-compliant fundraisers, but the number does not exceed our state's maximum number of exemptions.
2	Our district does not have any non-compliant food or beverage fundraisers, even though our state permits them.
NES10 - Are foods or beverages containing caffeine sold at the high school level?	
N/A	There is not a high school in the district OR this assessment is not for a high school.
0	Products containing caffeine are sold at the high school level.
1	I am somewhat confident that there are no products with caffeine sold at the high school level.
2	I am fully confident that there are no products with caffeine sold at the high school level.

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)?	
N/A	Not applicable
0	I am not confident that all foods or beverages served after the school day meet federal nutrition standards.
1	I am mostly confident that all foods or beverages served after the school day meet federal nutrition standards.
2	I am fully confident that all foods or beverages served after the school day meet federal nutrition standards.
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)?	
N/A	Not applicable
0	I am not confident that all foods or beverages sold after the school day meet federal nutrition standards.
1	I am mostly confident that all foods or beverages sold after the school day meet federal nutrition standards.
2	I am fully confident that all foods or beverages sold after the school day meet federal nutrition standards.
NES13 - Do teachers or school staff give students food as a reward?	
For example, giving out candy for a correct answer or having a pizza party for the class who reads the most books.	
N/A	Not applicable
0	I am not confident that none of the teachers or staff use food as a reward.
1	I am mostly confident that none of the teachers or staff use food as a reward.
2	I am fully confident that none of the teachers or staff use food as a reward.
NES14 - Do students have consistent and easy access to free drinking water throughout the school day?	
N/A	Not applicable
0	No, students do not have access to free drinking water throughout the school day.
1	Students have limited access to free water outside the cafeteria due to few locations of water fountains or water-filling stations.
2	Yes, students have consistent and easy access to free drinking water throughout the school day (e.g., water fountains or water-filling stations throughout the school).

Section 3: Nutrition Education

NE1 - Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?	
N/A	Not applicable
0	Nutrition education is not provided.
1	Nutrition education is provided, but I am not confident that skills-based, behavior-focused, and interactive methods are used.
2	Nutrition education is primarily provided through skills-based, behavior-focused, and interactive methods, and I can list specific examples of this (e.g., media awareness, menu planning, reading nutrition facts labels).
NE2 - Do all elementary school students receive sequential and comprehensive nutrition education?	
N/A	District does not have elementary schools OR this assessment is not for an elementary school.
0	Nutrition education is not provided.
1	Nutrition education is only provided to some elementary school grade levels.
2	Sequential and comprehensive nutrition education is provided to all elementary grade levels.
NE3 - Do all middle school students receive sequential and comprehensive nutrition education?	
N/A	District does not have middle schools OR this assessment is not for a middle school.
0	Nutrition education is not provided.
1	Nutrition education is only provided to some middle school grade levels.
2	Sequential and comprehensive nutrition education is provided to all middle school grade levels.
NE4 - Do all high school students receive sequential and comprehensive nutrition education?	
N/A	District does not have high schools OR this assessment is not for a high school.
0	Nutrition education is not provided.
1	Nutrition education is only provided to some high school grades.
2	Sequential and comprehensive nutrition education is provided to all high school grade levels.
NE5 - Is nutrition education integrated into other subjects beyond health education?	
Examples include: using nutrition facts labels to learn percentages; using a vegetable garden to learn plant biology.	
N/A	Not applicable
0	Nutrition education is not integrated into other subjects.
1	Instructional staff are encouraged to integrate nutritional themes into lessons when appropriate, but I cannot provide examples.
2	Instructional staff integrate nutrition into other lessons, and I can provide specific examples.
NE6 - Do school nutrition services staff members use the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?	
Examples include: participate in design and implementation of nutrition education programs, display educational and informational materials that reinforce classroom lessons, provide food for use in classroom nutrition education lessons, provide ideas for classroom nutrition education lessons, teach lessons or give presentations to students, provide tasting party in collaboration with classroom teacher, provide a classroom tour of cafeteria or meet and greet with School Nutrition staff.	
N/A	Not applicable
0	School nutrition services staff ***do not use any*** of these methods
1	School nutrition services staff use ***some*** of these methods
2	School nutrition services staff use ***many*** of these methods

NE7 - Does nutrition education address agriculture and the food system?	
N/A	Not applicable
0	Agriculture and the food system are not included in nutrition education.
1	I believe agriculture and the food system are addressed in nutrition education, but I cannot provide any specific examples.
2	Students receive education about agriculture and the food system, and I can provide specific examples (e.g., the school has a garden club; the garden is used as a teaching tool; children visit local farms and see where foods are purchased as part of the school meals).

Section 4: Physical Education and Physical Activity

PEPA1 - Does the district have a written physical education curriculum that is implemented consistently for every grade?	
N/A	Not applicable
0	There is not a written physical activity curriculum.
1	There is a written physical education curriculum, but it is implemented for only some grades.
2	There is a written physical education curriculum, and it is implemented for every grade.
PEPA2 - Does the district have a written physical education curriculum that is aligned with national and/or state standards?	
N/A	Not applicable
0	There is not a written physical education curriculum. Note: If PEPA1 is 0, code 0.
1	There is a written physical education curriculum, but it is not aligned with national/state standards.
2	There is a written physical education curriculum that is aligned with national/state standards.
PEPA3 - How does your physical education program promote a physically active lifestyle?	
Examples include: follows NASPE standards; focuses on self-assessment through a "Fitnessgram" or "Activitygram"; teaches skills needed for lifelong physical fitness.	
N/A	Not applicable
0	The PE program does not promote a physically active lifestyle (e.g., the program focuses primarily on teaching rules for different sports). Score 0 if there is no PE.
1	The PE program teaches limited lifetime physical activities.
2	The PE program teaches lifetime physical activities.
PEPA4 - How many minutes per week of PE does each grade in elementary school receive?	
Note: NASPE recommends that schools provide 150 minutes of instructional PE for elementary school children per week for the entire school year.	
N/A	District does not have elementary schools OR this assessment is not for an elementary school.
0	Elementary school students receive less than 150 minutes per week of PE most weeks.
1	Most elementary school students receive 150 minutes per week of PE most weeks.
2	All elementary school students receive 150 minutes or more of PE every week.

PEPA5 - How many minutes per week of PE does each grade in middle school receive?	
Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.	
N/A	District does not have middle schools OR this assessment is not for a middle school.
0	Middle school students receive less than 225 minutes per week of PE most weeks.
1	Most middle school students receive 225 minutes per week of PE most weeks.
2	All middle school students receive 225 minutes or more of PE every week.
PEPA6 - How many minutes per week of PE does each grade in high school receive?	
Note: NASPE recommends that schools provide 225 minutes of instructional physical education for high school students per week for the entire school year.	
N/A	District does not have high schools OR this assessment is not for a high school.
0	High school students receive less than 225 minutes per week of PE most weeks.
1	Most high school students receive 225 minutes per week of PE most weeks.
2	All high school students receive 225 minutes or more of PE every week.
PEPA7 - Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	
N/A	Not applicable
0	Fewer than half of the school's physical education teacher(s) are state certified/licensed teachers.
1	At least half, but not all, of the physical education classes are taught by state certified/licensed teachers.
2	All of the physical education classes are taught by state certified/licensed teachers.
PEPA8 - Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	
N/A	Not applicable
0	Relevant professional development has not been offered to PE teachers in over 3 years.
1	Relevant professional development has been offered to PE teachers within the past two or three years.
2	Relevant professional development is offered to PE teachers every year.
PEPA9 - What percentage of students do you estimate do not take PE each year due to exemptions?	
A PE **exemption** is when students are permitted to not take PE because of enrollment in other courses such as math, science or vocational training. This does not include exemptions due to disability, religious or medical reasons.	
N/A	Not applicable
0	Many students are given exemptions (i.e., more than 20% of students).
1	Some students are given exemptions (i.e., more than 5% but less than 20%).
2	Few students are given exemptions (i.e., less than 5%).
PEPA10 - What percentage of students do you estimate do not take PE each year due to substitutions?	
A PE **substitution** is when students are permitted to not take PE because they are engaged in another physical activity such as JORTC or other school sports.	
N/A	Not applicable
0	Many students do not take PE due to substitutions (i.e., more than 20% of students).
1	Some students do not take PE due to substitutions (i.e., more than 5% but less than 20%).
2	Few students do not take PE due to substitutions (i.e., less than 5%).

PEPA11 - Are there opportunities for families and community members to engage in physical activity at school?	
N/A	Not applicable
0	There are not opportunities for families and community members to engage in physical activity at school.
1	There are opportunities for families and community members to engage in physical activity at school a few times a year.
2	There are opportunities for families and community members to engage in physical activity at school at least once a month.
PEPA12 - Are there opportunities for all students to engage in physical activity before and after school?	
N/A	Not applicable
0	Before or after school physical activity is not offered.
1	Before and after school physical activity is offered some days / for some students.
2	Before and after school physical activity is offered most days for most students.
PEPA13 - Is there daily recess for all grades in elementary school?	
If no, how many days per week is recess offered, and for which grades? How long is recess when it is offered? Note: Best practices for recess: a) it is at least 20 minutes per day; b) it is supervised by trained teachers or staff encouraging students to be active; and c) students have access to safe and appropriate physical activity equipment.	
N/A	District does not have elementary schools OR this assessment is not for an elementary school.
0	Daily recess is not provided in elementary school.
1	Daily recess is provided for fewer than 20 minutes, or not for all grades, in elementary school.
2	Daily recess is provided for at least 20 minutes for all grades in elementary school.
PEPA14 - Do teachers provide regular physical activity breaks for students in the classroom?	
N/A	Not applicable
0	Most teachers do not provide regular physical activity breaks for students.
1	Some teachers provide physical activity breaks for students.
2	Most teachers do provide regular physical activity breaks for students.
PEPA15 - Does the district have "joint-use" or "shared-use" agreements?	
When school is not in session, do community members use indoor and outdoor school building and grounds facilities?	
N/A	Not applicable
0	I believe that community members do not use indoor or outdoor school facilities.
1	I am unsure whether or not community groups use school facilities.
2	I can provide examples of community groups using school facilities.
PEPA16 - What proportion of students walk or bike to school?	
How frequently do they do that?	
N/A	Students do not travel to school (e.g., in residential child care institutions [RCCIs]).
0	It is rare for a student to walk or bike to school.
1	Some (more than 5%, less than 20%) students regularly walk or bike to school.
2	More than 20% of the students regularly walk or bike to school.

PEPA17 - Are teachers encouraged to use physical activity as a reward for students?	
For example, providing extra recess, taking a walk around the school, or playing an active game in the classroom.	
N/A	Not applicable
0	Physical activity is not used as a reward.
1	Teachers can use physical activity as a reward, but I do not know if it occurs.
2	I am confident that teachers use physical activity as a reward and can provide examples.
PEPA18 - Do teachers ever use physical activity as a punishment?	
Examples include: telling students to run extra laps or do other physical activities as a behavioral consequence.	
N/A	Not applicable
0	I believe that physical activity is sometimes used as a punishment.
1	I am ***somewhat*** confident that physical activity is ***not used*** as a punishment.
2	I am ***fully*** confident that physical activity is ***not used*** as a punishment.
PEPA19 - Do teachers ever withhold physical activity as a classroom management tool?	
Examples include: taking away recess, taking away PE, or requiring students to sit in one place for an extended period of time.	
N/A	Not applicable
0	I believe that teachers sometimes withhold physical activity as a classroom management tool.
1	I am ***somewhat*** confident that teachers ***do not*** withhold physical activity as a classroom management tool.
2	I am ***fully*** confident that teachers ***do not*** withhold physical activity as a classroom management tool.

Section 5: Employee Wellness

EW1 - Are there strategies used by the school to support employee wellness?	
Examples include: "Health and wellness classes are offered to staff." "School physical activity equipment is available for use by staff before or after school to support employee wellness." "Free water and healthy snacks are available in the staff break room."	
N/A	Not applicable
0	There are no employee wellness activities.
1	I believe the school supports employee wellness but cannot provide specific examples.
2	I can describe specific strategies used by the school to support employee wellness.
EW2 - Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	
If yes, how does the school encourage this behavior? Examples include: Provides staff with opportunities to eat healthfully such as subsidized fruits, vegetables, and water in the cafeteria or lounge; Advises staff not to consume sugary drinks at school; Encourages teachers to be active with students.	
N/A	Not applicable
0	School staff are not encouraged to model healthy nutritional behaviors.
1	I believe school staff are encouraged to model healthy eating and physical activity behaviors but cannot provide specific examples of how this is done.
2	I can describe ways school staff are encouraged to model healthy eating and physical activity behaviors in front of students.

Section 6: Integration and Coordination

IC1 - Is there an active district-level wellness committee?	
If yes, how frequently does the committee meet? Note: This may also be called a health advisory committee or other similar name.	
N/A	Not applicable
0	A district wellness committee has not been established.
1	There is a committee, but it has not met more than once in the past year.
2	There is a committee, and it has or is planning to meet at least twice in the current year.
IC2 - Is there an active school-level wellness committee?	
If yes, how frequently does the committee meet? Note: This may also be called a school health team, school health advisory committee, or similar name.	
N/A	Not applicable
0	A school level wellness committee has not been established.
1	There is a committee, but it has not met more than once in the past year.
2	There is a committee that has met at least twice in the past year.