

School Wellness Policy Assessment Tool

This assessment tool should be completed by the School Wellness Champion and their Wellness Team (members can include teachers, other staff, students, parents, community partners).

Completion of the assessment tool will help team members determine where their school is currently at with meeting the expectations of the district's *Wellness Policy 6690* as outlined in the *Principals' Wellness Policy Implementation Manual* and the *Wellness Champions Toolkit*. A progress evaluation of each school's progress will be completed by school personnel during each school year (more information to follow at a later date).

Questions

If you have questions about the assessment tool, please contact Julie Danzl, MPS Health Related Services – Steps to a Healthier Minneapolis Initiative at 612-668-5451 or Julie.Danzl@mpls.k12.mn.us.

Instructions

The chart below is excerpted from the district's *Wellness Policy 6690*. Not all items from the wellness policy are listed, rather only those sections that school principals are responsible for implementing.

Taking the chart below, the school's Wellness Team should determine if a particular section of the wellness policy is either *Fully In Place* or *Partially In Place* at their school, and place an 'X' where appropriate. Keep the results of your assessment tool; you will need it for the evaluation report that will be turned in to the district at a later date (more information will be provided in the near future).

Each item below contains a reference in italicized parentheses that refers to the Wellness Policy Implementation Chart outlined in both the principals' manual and champions' toolkit. Please refer to that manual/toolkit for more information on specific items.

A. Food and Beverages In Schools

Wellness Policy Language (The number and letter that follow each policy language item in italicized parentheses – e.g., (2-a) – refers to the section that item is taken from in the original wellness policy.)	Year of Implementation Y1 = Year 1 Y2 = Year 2 Y3 = Year 3	Fully in Place X	Partially in Place X	Not in Place List steps you will take to meet implementation deadline; list challenges/barriers to implementation
Food Safety				
1. All food sold/served to students is prepared in health-inspected facilities under the guidance of food safety certified staff. (2-a)	Y3			
2. Students are provided access to hand washing or hand sanitizing before meals or snacks. (2-b)	Y2			
Scheduling of Meals				
3. Pleasant eating environments – where there is plenty of seating and students do not feel rushed during meals. (3-a)	Y1			
4. Students are provided with at least 10 minutes to eat after sitting down for breakfast and 15 minutes to eat after sitting down for lunch. (3-a)	Y1			
5. Accommodations are provided for students who need more time to finish their lunch (3-a)	Y1			
6. Meal periods are scheduled at appropriate times. Lunch should be served between 10:50 AM and 1PM (3-a)	Y1			
7. Lunch periods are <u>after recess</u> in elementary schools in order to increase student nutrient intake and reduce food waste; (3-a)	Y1			
8. Offering attractive dining areas which have enough space for seating all students scheduled for that meal period (3-a)	Y3			
9. Schools will evaluate their open campus [secondary schools] policy taking into consideration the food choices that students make when they are able to leave campus (3-a)	Y1			

Wellness Policy Language (The number and letter that follow each policy language item in italicized parentheses – e.g., <i>(2-a)</i> – refers to the section that item is taken from in the original wellness policy.)	Year of Implementation Y1 = Year 1 Y2 = Year 2 Y3 = Year 3	Fully in Place X	Partially in Place X	Not in Place List steps you will take to meet implementation deadline; list challenges/barriers to implementation
10. Participation in the universal lunch program is encouraged, including measures to arrange bus schedules to increase student access, “grab and go” breakfasts, breakfast in the classroom, or breakfast during morning break. <i>(3-b)</i>	Y2			
Food and Behavior				
11. Foods or beverages are NOT used as rewards for academic performance or good behavior (unless this practice is allowed by a student’s individual education plan, behavior intervention plan, or a 504 Individual Accommodation Plan). <i>(4-a)</i>	Y1			
Fundraising				
12. Fundraising is supportive of healthy eating by emphasizing the sale of healthy food items or of non-food items. <i>(5-a)</i>	Y1			
13. Fundraising activities involving the sale of food will take place outside the school day (school day is defined as ½ hour before school starts until after the school bell rings at the end of the school day) and must meet the guidelines for foods sold outside of reimbursable meals menus. <i>(5-b)</i>	Y1			
14. Students and staff are prohibited from personal fundraising efforts that include the sale of foods or beverages on campus <i>(5-c)</i>	Y2			
15. External organizations, parents, and others using school property are notified of the “healthy” fundraising policy. <i>(5-e)</i>	Y1			
Celebrations				
16. Classroom celebrations encourage healthy choices and portion control and not include more than one item that does not include more than one item from outside the criteria established for “healthy” foods. <i>(6-a)</i>	Y1-Y3 Ongoing process			

Wellness Policy Language (The number and letter that follow each policy language item in italicized parentheses – e.g., (2-a) – refers to the section that item is taken from in the original wellness policy.)	Year of Implementation Y1 = Year 1 Y2 = Year 2 Y3 = Year 3	Fully in Place X	Partially in Place X	Not in Place List steps you will take to meet implementation deadline; list challenges/barriers to implementation
Sharing Foods and Beverages				
17. Sharing of foods and beverages is not allowed. (7)	Y1			
Snacks				
18. Only “healthy” snack options are offered in vending machines, school stores, concessions stands, a la carte lines, and classrooms. Choices meet guidelines for foods sold outside reimbursable meals and portion size. (See items 19-35) (8)	Y1			
Foods Sold Outside of the Reimbursable Meals Menus				
19. Foods sold meet these guidelines: <u>Elementary schools</u> - reimbursable meal menu items, fruits; vegetables; lowfat dairy items, yogurt	Y1			
20. <u>Middle School & High Schools</u> - Reimbursable meal menu items; Foods that contain 7 grams of fat or less per serving; Foods that do not have sugar or other caloric sweeteners as the first ingredient (9)	Y1			
Beverages - ALLOWED for sale in all Minneapolis Public Schools				
21. Unflavored or flavored low fat or fat free fluid milk and nutritionally equivalent nondairy beverages (to be defined by USDA) (10)	Y1			
22. Water without added caloric sweeteners or artificial sweeteners (10)	Y1			
23. 100% juice (10)	Y1			
Beverages - NOT allowed for sale in all Minneapolis Public Schools				
24. Soft drinks containing caloric sweeteners or artificial sweeteners (10)	Y1			
25. Sports drinks (10)	Y1			
26. Iced teas (10)	Y1			
27. Fruit based drinks that contain less than 100% real fruit juice (10)	Y1			

Wellness Policy Language (The number and letter that follow each policy language item in italicized parentheses – e.g., (2-a) – refers to the section that item is taken from in the original wellness policy.)	Year of Implementation Y1 = Year 1 Y2 = Year 2 Y3 = Year 3	Fully in Place X	Partially in Place X	Not in Place List steps you will take to meet implementation deadline; list challenges/barriers to implementation
28. Beverages containing caffeine, excluding lowfat or fat free chocolate milk (which contain trivial amounts of caffeine) (10)	Y1			
Portion Sizes - Except in cases where the National School Lunch Program or School Breakfast Program require a larger serving size to meet meal pattern requirements, portion sizes of the following items will be limited to:				
29. One and one quarter ounces for baked chips, crackers, popcorn, cereal, trail mix, nuts, seeds, and dried fruit (11)	Y1			
30. One ounce for cookies (11)	Y1			
31. Two ounces for cereal bars, granola bars, and other bakery items (11)	Y1			
32. Four fluid ounces for frozen desserts, including, but not limited to, lowfat or fat free ice cream (11)	Y1			
33. Eight ounces for non frozen yogurt (11)	Y1			
34. Twelve fluid ounces for beverages, except: 16 fluid ounces for milk; and unlimited for water (11)	Y1			
35. Fruits and non-fried vegetables are exempt from portion size limits (11)	Y1			
Food Marketing				
36. All food and beverage advertising (vending machines, school stores, etc.) displays healthy messaging. (12-a)	Y1			
37. School-based marketing of brands promoting predominantly low nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruit, vegetables, whole grains, and low fat dairy products is encouraged (12-b)	Y1			

B. Nutrition Education

Wellness Policy Language (The number and letter that follow each policy language item in parentheses – e.g., (2-a) – refers to the section that item is taken from in the original wellness policy.)	Year of Implementation Y1 = Year 1 Y2 = Year 2 Y3 = Year 3	Fully in Place X	Partially in Place X	Not in Place List steps you will take to meet implementation deadline; list challenges/barriers to implementation
Nutrition Education - Schools will provide nutrition education as a part of a holistic, sequential, age appropriate, comprehensive program designed to provide students and their families with the knowledge and skills necessary to promote and protect their health for a lifetime. Development and adoption of Nutrition Education curricula will follow district policies 6200 and 6220 and the accompanying regulations regarding new curricula. Nutrition Education at MPS will:				
38. Health Education, including nutrition education, is delivered by a licensed elementary (K-5) or Health Educator (7-12) in grade level bands: K-2, 3-5, 6-8 and 9-12 (B-a)	Y3			
39. Nutrition Education is integrated throughout the school day and after school programs. (B-b)	Y1-Y3 Ongoing process			
40. Cafeteria is used as a “learning laboratory” and includes enjoyable , developmentally age-appropriate, participatory activities such as taste tests, promotions, farm visits to farms and gardens (B-c)	Y1-Y3 Ongoing process			
41. Nutrition Education is culturally relevant and teaches students about cross-cultural nutrition. (B-d)	Y1-Y3 Ongoing process			
42. MPS Food & Nutrition Services and other community agencies collaborate with teachers to reinforce nutrition education lessons taught in classroom. (B-e)	Y1-Y3 Ongoing process			
43. Provide and promote nutrition education to families and the broader community in cooperation with such agencies as WIC, Community Health Clinics, ECFE, Adult Education and other community organizations (B-f)	Y1-Y3 Ongoing process			

Wellness Policy Language (The number and letter that follow each policy language item in parentheses – e.g., (2-a) – refers to the section that item is taken from in the original wellness policy.)	Year of Implementation Y1 = Year 1 Y2 = Year 2 Y3 = Year 3	Fully in Place X	Partially in Place X	Not in Place List steps you will take to meet implementation deadline; list challenges/barriers to implementation
44. Encourage families through newsletters, PSA's, Channel 15, homework assignments, parent-teacher meetings, health fairs, etc. to make healthy food choices and lead a healthy lifestyle. (B-h)	Y1-Y3 Ongoing process			
45. Staff is trained in stress management, nutrition education and has been provided general wellness resources and opportunities. (B-i)	Y1-Y3 Ongoing process			

C. Physical Activity

Wellness Policy Language (The number and letter that follow each policy language item in parentheses – e.g., (2-a) – refers to the section that item is taken from in the original wellness policy.)	Year of Implementation Y1 = Year 1 Y2 = Year 2 Y3 = Year 3	Fully in Place X	Partially in Place X	Not in Place List steps you will take to meet implementation deadline; list challenges/barriers to implementation
Physical Education				
46. Provides all ELEMENTARY students with 150 minutes per week of physical education through out the entire year.	Y3			
47. Provides all MIDDLE/HIGH School students with 225 minutes per week for the entire school year. (1-a)	Y3			
48. Schools maintain a graduation requirement of <i>two credits</i> of both Health and Physical Education in high school. (1-b)	Y1			
49. All students receive physical education each year. There will be no exemptions to this law (i.e., choice between band, foreign language and physical education is not permissible). (1-c)	Y3			
50. Prohibit interscholastic or intramural sports or elective classes such as marching band, to be substituted for physical education class. (1-f)	Y1			
51. Physical education is provided in appropriate student-:teacher ratio that ensures adequate supervision and minimized risk of injuries. (The district will work towards establishing an enrollment cap). (1-h)	Y2			
52. School has physical education electives available to high school students and is working to increase offerings. (1-i)	Y3			

<p style="text-align: center;">Wellness Policy Language</p> <p>(The number and letter that follow each policy language item in parentheses – e.g., (2-a) – refers to the section that item is taken from in the original wellness policy.)</p>	<p style="text-align: center;">Year of Implementation</p> <p>Y1 = Year 1 Y2 = Year 2 Y3 = Year 3</p>	<p style="text-align: center;">Fully in Place</p> <p style="text-align: center;">X</p>	<p style="text-align: center;">Partially in Place</p> <p style="text-align: center;">X</p>	<p style="text-align: center;">Not in Place</p> <p>List steps you will take to meet implementation deadline; list challenges/barriers to implementation</p>
Integrating Physical Activity into the Classroom				
53. In addition to physical education, provide all students with other opportunities to be physically active during the school day. <i>(The recommended amount of physical activity is at least 60 minutes per day) (2)</i>	Y3			
54. Classroom health education reinforces knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television (2-a)	Y2			
55. Integrate physical activity into health and other classroom curriculum such as science, math and social studies when appropriate. (2-b)	Y3			
56. Classroom teachers provide short physical activity breaks between lessons or classes, as appropriate (2-c)	Y2			
57. Extended periods (2+ hours) of inactivity is discouraged. (2-d)	Y2			
Daily Recess				
58. Provide ELEMENTARY school students with at least 20 minutes a day of supervised recess each day. (3)	Y2			
59. Prepare and encourage ELEMENTARY students to have a physically active recess period. (3)	Y2			
60. Provide ELEMENTARY students their recess period <u>before</u> they eat lunch. (3)	Y2			
Physical Activity Opportunities Before and After School				
61. Provide every student with opportunities to voluntarily participate in extra curricular physical activities that meets his or her needs interests and abilities (4-a)	Y3			
62. Provide safe opportunities for both <u>organized and informal</u> use of indoor and outdoor facilities, before and after school. <i>(If partially in place, please specify) (4-a-d)</i>	Y1-Y3 Ongoing process			

Wellness Policy Language (The number and letter that follow each policy language item in parentheses – e.g., (2-a) – refers to the section that item is taken from in the original wellness policy.)	Year of Implementation Y1 = Year 1 Y2 = Year 2 Y3 = Year 3	Fully in Place X	Partially in Place X	Not in Place List steps you will take to meet implementation deadline; list challenges/barriers to implementation
63. School facilities are available to student staff and community members before and after the school day, on weekends, and during school vacations for physical activity and nutrition programs through Community Education (4-f)	Y1			
64. Offer a program to encourage safe walking or biking to and from school where appropriate. (4-g)	Y1-Y3 Ongoing process			
Physical Activity and Punishment				
65. Teachers and other school and community personnel do not use physical activity (i.e. running laps, pushups) or withhold opportunities for physical activity (i.e. recess, physical education) as punishment (5)	Y1			
Staff Wellness				
66. School staff serve as role models for students and are the key to successful implementation of wellness programs. The district and schools offer wellness programs as well as general wellness resources and opportunities. (D)	Y1-Y3 Ongoing process			