

## Worksheet 3: Identify Connections between Policy and Practice

### 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
NE1	The district uses a standards-based curriculum with specific goals to promote student wellness
NE2	The nutrition program is comprehensive and sequential. It includes a variety of interactive lessons, along with projects, research, class discussion, and an introduction to a number of related components.
NE4	Most students will have nutrition education included in their programs before they graduate from the middle school.
NE5	Sequential and comprehensive nutrition education is provided to all high school grade levels.
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM1	The respondents are very confident that all meals are in compliance with all elements of the HHFKA
SM3	We use a POS system that alerts our cashiers of a student's eligibility.
SM8	All schools have free water available. Either 5 gallon water bubblers, a water cart or the typical water fountain with bottle refill station.
SM9	Training for food and nutrition staff meets or exceeds the USDA Professional Standards
SM10	Procuring locally grown foods is a priority. We can describe specific efforts to increase purchases and promote local foods.
SM4	We are confident that students with unpaid balances are not stigmatized in any way (e.g., overtly identified) and are always given the regular reimbursable meal
SM5	Clear procedure for providing information through multiple avenues (e.g., Applications for are sent home to all families at the beginning of the school year and are available on the district website)
SM6	We do monthly marketing campaigns and various tasting throughout the school year at all schools. ( Pre-pandemic)
SM7	Breakfast is offered for 25 minutes before school starts and there is a 10 minute morning break also. Lunch periods average 25 minutes at all 5 schools. (Pre-pandemic)
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
NS1	There are no competitive foods, or there are competitive foods and interviewee is very confident that all items meet Smart Snacks standards.
NS3	There are no competitive a la carte foods sold in the cafeteria, or there are a la carte foods and interviewee is very confident that all items meet Smart Snacks standards.

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NS4	There are and the companies comply most of the time. The food services director does random checks to make sure snacks are compliant.
NS5	There are no school stores, or there are school stores and the interviewees are very confident that all items meet Smart Snacks standards
NS6	There are no food or beverage fundraisers during the school day, or there are fundraisers during the school day and the interviewees are very confident that all items meet Smart Snack standards.
NS7	There are no non-compliant food or beverage fundraisers.
NS8	There are no products with caffeine sold at the high school level.
NS10	There are no foods served after the school day.
NS11	There are no foods sold after the school day.
NS12	Teachers do not use food as a reward in the classroom.
NS13	Students have consistent access to water at no cost throughout the school day.
	Section 4: Physical Education and Physical Activity
PEPA1	There is a written physical education curriculum and it is implemented for every grade.
PEPA2	There is a written physical education curriculum that is aligned with national/state standards.
PEPA3	Through role modeling, accessibility to materials which promote physical activity, along with regular participation in a variety of activities.
PEPA7	All of the physical education classes are taught by state certified/licensed teachers.
PEPA8	Relevant professional development is offered to PE teachers every year.
PEPA9	We do not offer exemptions because our classes are graduation requirements like any other academic courses.
PEPA10	0% of students do not take PE due to substitutions.
PEPA13	Daily recess is provided for at least 20 minutes for all grades in elementary school.
PEPA14	Most teachers provide regular physical activity breaks for students. They use online resources to help create different movement breaks in the classroom.
PEPA15	There is an agreement between the school and community with regard to shared use of the facilities (i.e. Basketball, Lacrosse).
	Section 5: Wellness Promotion and Marketing
WPM4	Physical activity is not ever used as a punishment
WPM5	Teachers do not ever withhold physical activity as a classroom management tool.
WPM6	Multiple strategies are used to promote healthy food or beverage choices.
WPM8	Any foods marketed on school property meet Smart Snack criteria and are only in the cafeteria.
WPM9	There are no foods marketed on educational materials.
WPM10	There are no foods marketed on cups or containers.
WPM11	There are no foods marketed in school publications.
WPM12	There are no foods marketed during fund raisers.
	Section 6: Implementation, Evaluation & Communication

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IEC1	There is a committee and it has or is planning to meet at least twice in the current year.
IEC2	The wellness committee has 6 to 8 of the roles represented.
IEC3	There are building level representatives who serve on the district wellness committee.
IEC4	The policy is made public on the website and all wellness committee meetings are posted and open to the public. Minutes are posted following each meeting.
IEC5	Discussion happens at Wellness meetings. Follow up is done during the school year.
IEC6	The triennial assessment will include all three progress report elements.
IEC7	This is our first triennial assessment, but results will be used to update/revise our policy

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### 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 either (1) a written policy score of 1 **and** an interview practice score of 0 or (2) a written policy score of 2 **and** an interview practice score of 1 or 0. **Start with the Federal Requirements for each section.**

Item number	Item description
	Section 1. Nutrition Education
NE3	Nutrition education is not provided.
NE6	Instructional staff are encouraged to integrate nutritional themes into lessons when appropriate, but the interviewee cannot provide examples.
NE7	Interviewee believes nutrition education is linked with the school food environment, but cannot provide specific examples.
NE8	The respondent believes agriculture and the food system are addressed in nutrition education, but cannot provide any specific examples.
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM2	School breakfast is offered every day, but only in high school.
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
NS9	There are no restrictions on the types of foods and beverages served at celebrations, or there are restrictions but the interviewees are not confident that they are followed consistently.
NS2	Some respondents have an idea of where to find the standard, but not all.
	Section 4: Physical Education and Physical Activity
PEPA4	Elementary school students receive less than 150 minutes per week of PE most weeks.
PEPA5	Middle school students receive less than 225 minutes per week of PE most weeks
PEPA6	High school students receive less than 225 minutes per week of PE most weeks.
PEPA11	There are opportunities for families and community members to engage in physically activity at school a few times a year.
PEPA12	Before and after school physical activity is offered some days / for some students
PEPA16	It is rare for a student to walk or bike to school. Easton & Redding are rural area with no sidewalks.
	Section 5: Wellness Promotion and Marketing
WPM1	The interviewee believes school staff are encouraged to model healthy eating and physical activity behaviors but cannot provide specific examples of how this is done
WPM2	Guest speakers, Staff presentations re: yoga, drumming, etc. Mindfulness language

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	reinforced at staff meetings.
WPM3	Several teachers use physical activity as a reward, but not all.
WPM6	Limited efforts are made to promote healthy food and beverage choices, but they are not employed consistently.
	Section 6: Implementation, Evaluation & Communication
IEC8	There is a committee, but it has not met more than once in the past year.