

**Bridging the Gap (BTG) Program
SCHOOL DISTRICT WELLNESS POLICY CODING TOOL, v. 2
(For Use with Coding SY 08-09 policies)**

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In 2006, all school districts participating in the National School Lunch Program and other Child Nutrition Programs, including the School Breakfast Program and the Milk Program, were required to develop a written wellness policy. The original version of this coding system was designed by a group of researchers funded by the Robert Wood Johnson Foundation Healthy Eating Research Program to evaluate these policies. This instrument was designed to be a common and reliable method for evaluating the comprehensiveness and strength of wellness policies within and across states.

UIC Notes:

An original version of this tool was developed by the Robert Wood Johnson Foundation Healthy Eating Research Program, Working Group 1. The working group was chaired by Marlene Schwartz (Yale Rudd Center) and included Anne Lund and Mollie Greves (Washington), Elaine McDonnell and Claudia Probart (Pennsylvania), and Anne Samuelson and Leslie Lytle (Minnesota).

For a description of the development and reliability analyses of the original tool developed by the HER working group, please see:

Schwartz M, Lund A, Grow H, et al. "A Comprehensive Coding System to Measure the Quality of School Wellness Policies." Journal of the American Dietetic Association, 109(7): 1256-1262, July 2009.

This tool has been adapted to incorporate decision rules being employed by UIC under the BTG program. New variables have been added, additional decision rules and a Coding Appendix are incorporated, and, in some instances, alternative coding is identified. Note that all items labeled NG in the UIC scheme corresponds to identically numbered items in the HER scheme that start with NS [with the exception of items ending with a lower-case letter (e.g., US15a, NG23b) which are unique to UIC].

For additional information on the UIC coding adaptations or for a copy of a grade-specific coding sheet, please contact Jamie Chriqui at jchriqui@uic.edu or 312-996-6410

UIC Notes/Guidance

1. Also refer to specific coding examples/scenarios included in the Appendix in conjunction with this coding tool.
2. BTG is conducting grade level-specific coding; as such, separate codes are created for each variable for each grade level (ES, MS, HS). Use the UIC-created grade-level score sheet to accompany this tool.
 - a. If the grade-level distinctions are not clear in the policy, check the district's web site to confirm the ES/MS/HS grades, as appropriate.
3. In cases where **similar policies are coded for districts within or across states**, review the policies and final coding across districts to ensure coding consistency before completing the consensus coding process and prior to submitting the coding for data entry.
4. If multiple districts within the same state all rely on the same **model policy**, code the model first and then apply the coding as appropriate across districts.
 - a. For policies with CSPI and NANA model-like provisions, review the CSPI and NANA master coding and code appropriately.
 - i. **Note on CSPI coding:** You will often find nuances and variations in the district policy language so you will need to review the language in the policy and the CSPI model to capture coding nuances accordingly.
 - ii. See also the CSPI and NANA model guidance in the attached Appendix.
5. If there are multiple policies from the same district with differing provisions, give credit for the stronger weaker language.

Version Notes:

- v. 2 (5/5/09): Updated to allow for IOM standards and competitive food ban coding in NG items. Added # minutes/credits for a number of other variables. Added trans-fat ban to NG items.
- v.2 (6/25/09): Numbering was changed for all variables; numbers in parentheses reflect original coding scheme v.1 (SY 06-07 & 07-08).

Coding

Scoring of wellness policies is based on the coding of seven sections, containing a total of 92 primary policy items and 16 sub-items. The sections include:

- Section 1: Nutrition Education (page 5)
- Section 2: Standards for USDA Child Nutrition Programs and School Meals (page 8)
- Section 3: Nutrition Standards for Competitive and Other Foods and Beverages (page 12)
- Section 4: Physical Education (page 31)
- Section 5: Physical Activity (page 38)
- Section 6: Staff PA/Wellness/Modeling (page 41)
- Section 7: Stakeholder involvement/feedback (page 42)
- Section 8: Messaging, Marketing, & Promotion (page 44)
- Section 9: Evaluation & Implementation (page 45)

Unless otherwise noted, each policy item is coded as "0," "1," or "2," using the definitions below. This coding manual lists each item followed by an explanation of the item and examples of "1" and "2" statements.

| Code | | Explanation |
|------|--------------------------------|---|
| 0 | = Not Mentioned | The item is not included in the text of the policy. |
| 1 | = Weak Statement | <p>Code an item as a "1" when the item is mentioned, <i>but</i></p> <ul style="list-style-type: none">• the policy will be hard to enforce because the statement is <i>vague, unclear, or confusing</i>• statements are listed as <i>goals, aspirations, suggestions, or recommendations</i>• there are <i>loopholes</i> in the policy that weaken enforcement of the item• the policy mentions a <i>future plan to act</i> without specifying when the plan will be established. <p>Words often used include: <i>may, can, could, should, might, encourage, suggest, urge, some, partial, make an effort, and try.</i></p> <p>An exception to this would be if the district is unable to enforce action on the item, such as teachers role modeling healthy behaviors (in this case the item would be coded as a "2").</p> |
| 2 | = Meets / Exceeds Expectations | <p>Code an item as a "2" when the item is mentioned, and it is clear that the policy makers are committed to making the item happen because</p> <ul style="list-style-type: none">• the item is described using specific language (e.g., a concept followed by concrete plans or strategies for implementation) and• strong language is used to indicate that action or regulation is required, including: <i>shall, will, must, have to, insist, require, all, total, comply, and enforce.</i> |

Coding hint

One method for deciding between a "1" and a "2" is to consider the scenario of a parent approaching a school district's board of education to discuss something happening in a school. If the policy is written such that it is not clear exactly how the school should behave regarding the issue at hand, code the item as a "1." If the policy is written such that the parent and board of education will have no trouble deciding if the school is or is not compliant with the policy, code the item as a "2."

State law may regulate items in this coding tool. State law supersedes the authority of local wellness policies. Depending on how your study is structured, you may want to code according to the strength of state law when it exceeds standards in a policy or when it mentions items not included in a policy. For example, if state law prohibits soda in schools, but the policy does not, you might consider coding as if the policy explicitly prohibits soda.

The federal wellness policy requirements are incorporated into the beginning of each section, as appropriate, and are labeled "Federal Wellness." The language for these items is taken from these federal requirements (Public Law 108-265, The Child Nutrition and WIC Reauthorization Act of 2004).

Scoring

Policies are scored to determine Comprehensiveness and Strength. Comprehensiveness reflects the proportion of item topics that are simply mentioned. Strength reflects the proportion of items that are addressed with *specific* and *directive* language.

| Score* | Explanation |
|---|--|
| Comprehensiveness Score by section | Comprehensiveness is calculated by counting the number of primary items in each section coded as “1,” “2,” “3,” or “4,” dividing this number by the number of primary policy items in the section, and multiplying this number by 100. |
| Strength Score by section | Strength is calculated by counting the number of primary items in each section coded as “2,” “3,” or “4,” dividing this number by the number of primary policy items in the section, and multiplying this number by 100. |
| Total Comprehensiveness | Total comprehensiveness is calculated by counting the number of primary items coded as “1,” “2,” “3,” or “4,” dividing this number by the total number of policy items (92) in all nine sections, and multiplying this number by 100. |
| Total Strength | Total strength is calculated by counting the number of primary items coded as “2,” “3,” or “4,” dividing this number by the total number of policy items (92) in all nine sections, and multiplying this number by 100. |

*You may want to count NG5 and PE1 (PE52a) for both the strength and comprehensiveness scores (they are 0/1 variables).

The example below shows the calculation of sample scores for Section 1.

| Section 1. Nutrition Education | Code |
|---|------|
| NE1 Includes goals for nutrition education that are designed to promote student wellness in a manner that the local education agency determines is appropriate (<i>Federal Requirement</i>) | 2 |
| NE2 Nutrition curriculum provided for each grade level | 2 |
| NE3 School has a <u>garden</u> (fruit and/or vegetable) that students participate in | 0 |
| NE4 District provides <u>nutrition education training for teachers</u> | 1 |
| NE5 Nutrition education is <u>integrated</u> into <u>other subjects</u> beyond health education | 0 |
| NE6 Nutrition education teaches <u>skills</u> that are behavior focused, interactive, and/or participatory | 1 |
| NE7 Specifies <u>number</u> of nutrition education <u>courses</u> or <u>contact hours</u> | 0 |
| Subtotal for Section 1 Nutrition Education | |
| Comprehensiveness Score Count the number of primary items coded as “1” or “2” and divide this number by 7. Multiply by 100. Do not count an item if the rating is “0.” | |
| Strength Score Count the number of primary items coded as “2” and divide this number by 7. Multiply by 100. | |

Comprehensiveness Score = There are two items coded as “1” and two items coded as “2,” for a total of 4 items. Four divided by 7 equals 0.57, then multiplied by 100 for a score of 57.

Strength Score = There are two items coded as “2.” Two divided by 7 equals 0.29, then multiplied by 100 for a score of 29.

Section 1. Nutrition Education (Note: See Appendix for additional NE-related guidance)

| # | Item | Coding Guidance |
|-----|--|---|
| NE1 | <p><u>Federal Wellness:</u> Includes goals for nutrition education that are designed to promote student wellness in a manner that the local education agency determines is appropriate</p> | <p>Either of the following:</p> <p>0 • No goals for nutrition education are mentioned • Policy clearly detracts from requirement</p> <p>1 Any of the following: • Nutrition education goal is implied • Policy <u>only</u> repeats the language of the federal wellness requirement regarding nutrition education • Policy only mentions "total learning environment" language and no other NE-related language included Examples: • <i>"The district is committed to nutrition education."</i> • <i>"Includes goals for nutrition education...designed to promote student wellness in a manner that the local educational agency determines is appropriate."</i> (and no other NE goals are stated) • <i>"Nutrition policies and guidelines for reimbursable meals will not be more restrictive than federal and state regulations."</i></p> <p>2 Any nutrition education goal statement is mentioned Example: • <i>"Schools should provide nutrition education and engage in nutrition promotion."</i></p> |
| | | <p>UIC NOTE: Health education curriculum should only be coded for this item if there is some reference to nutrition or healthy eating being a component of the curriculum/lessons/topics, etc. A wellness curriculum that does not mention nutrition/healthy eating does not count.</p> |
| | | <p>0 Any of the following: • Not mentioned • Integrating nutrition education into other subjects beyond health education does not qualify for a "1" or "2" for NE2 • Solely incorporating NE consistent with the state Dept of Ed. standards • Mentions "standards-based NE" without mentioning curriculum/program • Addresses a "wellness curriculum" or health education curriculum without including nutrition/healthy eating as part of the curriculum components</p> <p>1 Any of the following: • Describes general <u>health</u> curriculum for "K-12" or "all levels," and/or it is unclear if each grade will receive <u>nutrition</u> education • Addresses NE quality or number of courses/hours but not clear that each grade will receive NE • Standards-based NE curriculum • Addresses "sequential NE" without mentioning curriculum or grade levels • Addresses "sequential-based NE curriculum" without mentioning grade levels Examples: • <i>"Enable students, through a comprehensive curriculum, to acquire the knowledge and skills necessary to make healthy food choices for a lifetime."</i> (Not clear that NE is actually taught at each grade level.) • <i>"Nutrition and physical activities lessons will be designed for integration into the curriculum and the health education program."</i></p> <p>2 Clear that district has a <u>nutrition</u> education curriculum in each grade Example: • <i>"Nutrition topics shall be integrated within the comprehensive health education curriculum taught at every grade level (K-12)."</i></p> |
| NE3 | <p>Nutrition <u>curriculum</u> provided for each <u>grade level</u></p> | <p>0 Not mentioned</p> <p>1 Vague, suggested Example: • <i>"The NE program shall include enjoyable interactive activities such as contests, taste testing, field trips, and school gardens."</i></p> <p>2 School garden required/definitively in place Example: • <i>"Each school will establish a school garden to give students the opportunity to plant, harvest, prepare, cook, and eat food they have grown."</i></p> |

Section 1. Nutrition Education (continued)

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|----------------|---|---|--|
| NE4 (NE5) | District provides <u>nutrition education training for teachers</u> | 0 | Not mentioned; training on school wellness policy does not qualify for a "1" or "2" |
| | | 1 | <p>Any of the following:</p> <ul style="list-style-type: none"> Type of training is vague (even if required) Provision of training is suggested Specifies only health/nutrition education teachers will receive training <ul style="list-style-type: none"> <i>"In-service training for health education teachers is encouraged."</i> <i>"Training opportunities for staff in the area of food nutrition is encouraged."</i> <i>(Count this as long as not in the food service section of the policy. This variable is for teachers/NE teachers; not food service staff.)</i> <p>Examples:</p> |
| | | 2 | <p>All of the following:</p> <ul style="list-style-type: none"> Provision of training is specific to nutrition education and required Policy implies that a broad set of teachers will receive training (not only health education teachers) <p>Examples:</p> <ul style="list-style-type: none"> <i>"Professional development training will be offered in the area of nutrition education for all interested MPS faculty and staff."</i> (NOTE: This is different than the coding for US15=1 (US20) because the goal in US15 (US20) is that all food service staff will have professional development whereas NE4 (NE5) seeks to ensure that all staff will be provided the opportunity for professional development.) |
| NE5* (NE6*) | Nutrition education is <u>integrated</u> into other subjects beyond health education *See Coding Appendix for additional clarification | 0 | Not mentioned |
| | | 1 | <p>Vague and/or suggested</p> <p>Examples:</p> <ul style="list-style-type: none"> <i>"...will encourage teachers to integrate nutrition education into the broader curriculum."</i> <i>"Staff shall teach, encourage, and support healthy eating by students by providing NE and engaging in nutrition promotion for all grade levels throughout the school day in a number of different instructional settings. Instruction shall be integrated and include information about nutrition, exercise, and/or healthy choices that..."</i> <i>"Instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate."</i> |
| | | 2 | <p>Requires that nutrition education be integrated into other subjects</p> <p>Examples:</p> <ul style="list-style-type: none"> <i>"Nutrition education will be integrated into mathematics classes."</i> <i>"Nutrition education will be integrated into the broader curriculum, where appropriate."</i> <i>"The wellness committee is responsible for overseeing policy implementation in the following areas...integration of nutrition into overall curriculum."</i> |
| NE6 (NE7) | Nutrition education teaches skills that are behavior-focused, interactive, and/or participatory | 0 | Not mentioned |
| | | 1 | <p>Any of the following:</p> <ul style="list-style-type: none"> Skill-based nutrition education is suggested Specific skills are mentioned, but none are required Skill-based nutrition education is suggested outside of the NE section of the policy <p>Examples:</p> <ul style="list-style-type: none"> <i>"All students shall possess the knowledge and skills necessary to make nutritious and enjoyable food choices."</i> <i>(This language was included in a policy with a weak NE section; this language fell under "other school based activities.")</i> <i>"Schools will provide NE to foster lifelong habits of healthy eating."</i> (Key here is "habits"—we equated lifelong habits similar to skills) <i>"Students will receive NE that fosters the adoption and maintenance of healthy eating behaviors."</i> |
| | | 2 | <p>Either of the following:</p> <ul style="list-style-type: none"> Skill-based nutrition education is required Specific skills or activities are identified and required (e.g., media awareness or understanding calorie balance, energy expenditure, and nutrition facts labels) <p>Example:</p> <ul style="list-style-type: none"> <i>"Nutrition education will provide the knowledge and skills necessary to promote student health."</i> |

Section 1. Nutrition Education (*continued*)

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| NE7 (NE8) | Specifies <u>number</u> of nutrition education <u>courses</u> or <u>contact hours</u> | 0 | Not mentioned |
| | | 1 | Either of the following: <ul style="list-style-type: none"> Amount of nutrition education is vague and/or suggested NE is included in HE, but it is unclear how many credits/hours are for NE Example: • <i>"An appropriate number of class hours should be designated for nutrition education."</i> |
| | | 2 | Number of hours or courses are specified and required Example: • <i>"...will ensure that four hours of class time will be designated for nutrition education every month."</i> |
| NE7a | <p>Specify the amount of nutrition education courses, contact hours, or credits required for graduation. Be sure to include the quantity and the unit (e.g., 2 courses, 1 credit, 40 hours, 2 Carnegie units)</p> <p>_____ # hours/credits or _____ units (Fill in # or units) Note: ONLY COMPLETE If NE7=2 (NE8); otherwise leave it blank.</p> | | |

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

Note: This section relates to U.S. Department of Agriculture (USDA) school meals and NOT regulations for competitive foods. If the policy specifies regulations for "all foods" at school, and it is not clear whether the statement applies to either meals or competitive foods, apply those regulations to both this section (Standards for USDA Child Nutrition Programs and School Meals) and section 3 (Nutrition Standards for Competitive and Other Foods and Beverages).

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| US1 (US10) | <u>Federal Wellness:</u> Assures that guidelines for reimbursable school meals shall not be less restrictive than USDA school meal regulations | Any of the following: |
| | | 0 • No mention of district meeting federal/USDA school meal regulations/standards • Guidelines clearly detract from federal/USDA school meal regulations/standards • Just requires meal programs to meet the 2005 Dietary Guidelines |
| | | 1 Policy states that district "should" or "strives" to meet federal/USDA school meal regulations/standards Examples: • <i>"Nutritional standards for the school breakfast and lunch program are established that typically exceed state and federal standards."</i> • <i>"Nutritional standards for reimbursable school meals will not be more restrictive than federal and state requirements."</i> |
| | | 2 Policy requires or assures that the district meet federal/USDA school meal regulations/standards Examples: • <i>"The district shall provide school breakfasts and lunches that meet the nutritional standards required by the USDA School Breakfast and National School Lunch Programs."</i> • <i>"The district provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than USDA meal regulations and guidance."</i> • <i>"The Food Service Program shall provide healthy food choices for students...Meals shall meet or exceed federal nutrition standards."</i> • <i>..the district will ensure that reimbursable school meals meet the federal program requirements."</i> • <i>All food sold or served will comply with USDA guidelines."</i> • <i>Policy states that the district regulation/procedure "SHOULD" provide an assurance that guidelines for reimbursable meals shall not be less restrictive than the USDA regulations and guidance; however, the regulation goes on to state that "All food made available in the federal program to students during the school day by the Office of Food Services will comply with or exceed the current federal and state requirements." [The combination of the two statements—policy and then regulation—should be treated as a requirement]</i> |
| US2 (US11) | <u>Addresses access to and/or promotion of the School Breakfast Program (USDA)</u> | 0 Not mentioned. |
| | | Any of the following: |
| | | 1 • Promotes a breakfast program without specifying the "School Breakfast Program" (USDA) or CFR Part 220 • Encourages or suggests participation in the School Breakfast Program • Notifies parents of the availability of the School Breakfast Program • Encourages students to start each day with a healthy breakfast Examples: • <i>The district shall make every effort to offer school breakfast."</i> • <i>The Food Service Program shall provide healthy food choices for students. Breakfast and lunch meals shall meet or exceed federal nutrition standards."</i> |
| | | 2 Includes language to institutionalize the School Breakfast Program (i.e., specific reference to School Breakfast Program or CFR Part 220) Examples: • <i>All schools will provide breakfast through the USDA School Breakfast Program."</i> • <i>Food services include breakfast and lunches in all schools through participation in the National Child Nutrition Programs."</i> • <i>All school breakfasts comply with USDA regulations."</i> • <i>To the maximum extent possible, all schools in the district will participate in available federal school meal programs (including NSLP, SBP)."</i> |

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

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| | | <p>Note: U.S. Department of Health and Human Services (HHS) and U.S. Department of Agriculture (USDA) <u>2005 Dietary Guidelines for Americans</u> exceed the minimum standards for the USDA school meals programs.</p> |
| US3 (US13) | Addresses <u>nutrition standards</u> for school meals beyond USDA (National School Lunch Program / School Breakfast Program) minimum standards | <p>0 Any of the following:</p> <ul style="list-style-type: none"> • Not mentioned • Unless defined, ambiguous references to federal or USDA standards/guidelines/ requirements (e.g., “federal nutrition standards,” “USDA standards,” or “USDA guidelines”) do not qualify for “1” or “2” because it is not clear that these standards refer to anything other than the minimum legal requirements for USDA school meals programs • “Striving to meet” or “should meet” the 2005 Dietary Guidelines does not qualify for a 1 or 2 • Exploring increased use of whole grains or exploring including salads, yogurts and other healthy foods to the meal menu <p>1 Either of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested • Specifies the <u>2005 Dietary Guidelines for Americans</u> and no other standards. To receive a “1” for specifying the Dietary Guidelines for Americans, a policy must at least state that it will meet the “Dietary Guidelines” <ul style="list-style-type: none"> • <i>“...encourage the consumption and choice of nutrient dense food, such as whole grains, fruits, and vegetables.”</i> • <i>“...all meals will follow the food guide system developed by USDA.”</i> • <i>“...all foods sold/served on campus will meet USDA Dietary Guidelines.” (and no other mention about school meal programs in the policy that would alter the coding for this item)</i> • <i>“School meals promote fresh fruits, vegetables, whole grains, and low-fat items.”</i> <p>2 School meals are required to meet specific standards (e.g., 4 fruits and/or non-fried vegetables per day; only 1% and fat-free milk served; at least half of grains are whole grain; eliminates trans fats)</p> |
| US4 (US14) | Specifies use of <u>low-fat versions</u> of foods and/or <u>low-fat methods</u> for preparing foods | <p>0 Not mentioned. Low-fat food mandated by law does not qualify for “1” or “2”</p> <p>1 Vague and/or suggested</p> <ul style="list-style-type: none"> • <i>“Cooking methods to reduce fat in school meals shall be used whenever possible.”</i> <p>Examples:</p> <ul style="list-style-type: none"> • <i>“Healthy food preparation for meals...”</i> • <i>“School meals promote fresh fruits, vegetables, and low fat items.”</i> • <i>“Final preparation method cannot be deep-fat fried.”</i> <p>2 Specific and required</p> <ul style="list-style-type: none"> • <i>“All cooked foods offered as part of a meal will be baked or steamed.”</i> • <i>“Purchasing programs and preparation methods will be used to decrease fat, calorie and sodium levels in food.”</i> • <i>“No deep fried foods shall be offered as part of school meals.”</i> |

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

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| US5 (US15) | <p>Specifies <u>strategies to increase participation</u> in school meal programs</p> <p>"School meal programs" can be assumed to refer to breakfast and/or lunch</p> <p>UIC Note: For now, continue coding closed campus here and in US12a (US15a).</p> | 0 | Not mentioned or weak statement. Notifying parents of eligibility requirements for free/reduced price meals is a federal requirement and does not qualify for "1" or "2" |
| | | 1 | <p>Examples:</p> <ul style="list-style-type: none"> • "Schools will provide meals that are culturally/ethnically diverse." • "Child Nutrition Services will collaborate with ES buildings to encourage the consumption of F&B including opportunities for taste-testing among students." (under NE in policy, taste testing is used as a teaching tool and not for menu development) <p>Mentions vague and/or suggested strategies</p> <ul style="list-style-type: none"> • "School meals shall be <u>made attractive</u> to students by appealing to their taste preferences." • "Meals shall be appealing..." • "...bus schedules should be arranged to facilitate participation in the school breakfast program." • "The district has a closed campus policy unless the Principal provides permission for students to leave during the lunch period." • "To the extent possible, school and transportation schedules shall be designed to encourage participation in school meal programs." |
| | | 2 | <p>Requires specific strategies such as promotional mailings or events, alternative breakfast systems, altered bus schedules, closed campus, student input on the menu, or "Grab and Go" or "Fun on the Run" promotions</p> <p>Examples:</p> <ul style="list-style-type: none"> • "Students will have the opportunity to provide input on local, cultural and ethnic favorites." • "...shall provide periodic food promotions to encourage taste testing of healthy new foods being introduced on the menu." • "Morning bus routes will be scheduled to allow students to arrive at school in time to eat breakfast." |
| US5a (US15a) | <p><u>Closed campus</u></p> | 0 | Not mentioned |
| | | 1 | <p>Any of the following:</p> <ul style="list-style-type: none"> • Mentions vague and/or suggested strategies • Suggests that students are not allowed to leave campus for lunch/encourages schools to have a closed campus OR closed campus is a goal <p>Example:</p> <ul style="list-style-type: none"> • "The district has a closed campus policy, unless the Principal provides permission for students to leave during the lunch period." |
| | | 2 | <p>Required</p> <p>Example:</p> <ul style="list-style-type: none"> • "Students are prohibited from leaving campus for lunch." |
| US6 | <p>Timing of recess in relation to lunch</p> <p>Note: code for elementary school only</p> | 0 | <p>Either of the following:</p> <ul style="list-style-type: none"> • Recess is scheduled <u>after</u> lunch • PA is scheduled before lunch (PA is not defined and/or definition of PA does not include recess) |
| | | 1 | <p>Suggests recess is scheduled <u>before</u> lunch</p> |
| | | 2 | <p>Definitively requires recess to be scheduled <u>before</u> lunch</p> |
| US7 (US17) | <p>Ensures <u>adequate time to eat</u></p> | <p>If no standards are mentioned, code according to state law</p> | |
| | | 0 | Not mentioned |
| | | 1 | <p>Vague and/or suggested</p> <p>Examples:</p> <ul style="list-style-type: none"> • "Schools are encouraged to permit all full-day students a daily lunch period of not less than 20 minutes." • "Personnel will schedule enough time so students do not have to spend too much time waiting in line." • "The school district will provide students with a minimum of 20 minutes to eat their meals." (this gets a coding of "1", because it is not clear whether "meals" includes lunch only or breakfast and lunch) |
| | | 2 | <p>Requires meal periods to include ≥20 minutes for lunch and, if time for breakfast is mentioned, ≥10 minutes for breakfast</p> <p>Examples:</p> <ul style="list-style-type: none"> • "After obtaining food, students will have at least 20 minutes to eat lunch." • "Students will be provided adequate time (minimum of 20 minutes) to eat lunch." |

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

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|-----------------|--|---|---|---------------|---|--|---|---|
| US7a | Specifies minimum minutes for breakfast | <p>minutes for breakfast (circle day or week w/ red pencil) Note: ONLY COMPLETE If minutes for breakfast is specified in US7=1 or US7=2 (US17); otherwise leave it blank.</p> | | | | | | |
| US7b | Specifies minimum minutes for lunch | <p>minutes for lunch (circle day or week w/ red pencil) Note: ONLY COMPLETE If minutes for lunch is specified in US7=1 or US7=2 (US17); otherwise leave it blank.</p> | | | | | | |
| US8 (US20) | Ensures <u>training or professional development</u> for <u>food service staff</u> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; vertical-align: top;">0</td><td>Not mentioned</td></tr> <tr> <td style="text-align: center; vertical-align: top;">1</td><td> <p>Any of the following:</p> <ul style="list-style-type: none"> Vague and/or suggested Only <u>food safety training</u> is addressed (food handling permit, HACCP, etc.) Only mentions <u>pre-service</u> training <p>Examples:</p> <ul style="list-style-type: none"> <i>"All food service personnel will have adequate training in food service operations."</i> <i>"Professional development training will be offered in the area of nutrition education for all interested MPS faculty and staff."</i> (NOTE: This is different than the coding for NE4=2 (NE5) because the goal here is that all food service staff will have professional development whereas (NE4) NE5 seeks to ensure that all staff will be provided the opportunity for professional development in NE). <i>"...we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers according to their level of responsibility."</i> </td></tr> <tr> <td style="text-align: center; vertical-align: top;">2</td><td> <p><u>Nutrition</u> training is required for food service staff. Providing only food safety training does not qualify for a "2"</p> <p>Example:</p> <ul style="list-style-type: none"> <i>"...shall ensure that professional development in the area of food and nutrition is provided for food service staff."</i> </td></tr> </table> | 0 | Not mentioned | 1 | <p>Any of the following:</p> <ul style="list-style-type: none"> Vague and/or suggested Only <u>food safety training</u> is addressed (food handling permit, HACCP, etc.) Only mentions <u>pre-service</u> training <p>Examples:</p> <ul style="list-style-type: none"> <i>"All food service personnel will have adequate training in food service operations."</i> <i>"Professional development training will be offered in the area of nutrition education for all interested MPS faculty and staff."</i> (NOTE: This is different than the coding for NE4=2 (NE5) because the goal here is that all food service staff will have professional development whereas (NE4) NE5 seeks to ensure that all staff will be provided the opportunity for professional development in NE). <i>"...we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers according to their level of responsibility."</i> | 2 | <p><u>Nutrition</u> training is required for food service staff. Providing only food safety training does not qualify for a "2"</p> <p>Example:</p> <ul style="list-style-type: none"> <i>"...shall ensure that professional development in the area of food and nutrition is provided for food service staff."</i> |
| 0 | Not mentioned | | | | | | | |
| 1 | <p>Any of the following:</p> <ul style="list-style-type: none"> Vague and/or suggested Only <u>food safety training</u> is addressed (food handling permit, HACCP, etc.) Only mentions <u>pre-service</u> training <p>Examples:</p> <ul style="list-style-type: none"> <i>"All food service personnel will have adequate training in food service operations."</i> <i>"Professional development training will be offered in the area of nutrition education for all interested MPS faculty and staff."</i> (NOTE: This is different than the coding for NE4=2 (NE5) because the goal here is that all food service staff will have professional development whereas (NE4) NE5 seeks to ensure that all staff will be provided the opportunity for professional development in NE). <i>"...we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers according to their level of responsibility."</i> | | | | | | | |
| 2 | <p><u>Nutrition</u> training is required for food service staff. Providing only food safety training does not qualify for a "2"</p> <p>Example:</p> <ul style="list-style-type: none"> <i>"...shall ensure that professional development in the area of food and nutrition is provided for food service staff."</i> | | | | | | | |
| US9 (US22) | Nutrition information for school meals (e.g., calories, saturated fat, sugar) is available | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; vertical-align: top;">0</td><td>Not mentioned</td></tr> <tr> <td style="text-align: center; vertical-align: top;">1</td><td> <p>Either of the following:</p> <ul style="list-style-type: none"> Vague and/or suggested Only available upon request <p>Example:</p> <ul style="list-style-type: none"> <i>"...will provide nutrition information to parents upon request."</i> </td></tr> <tr> <td style="text-align: center; vertical-align: top;">2</td><td> <p>Specific and required</p> <p>Example:</p> <ul style="list-style-type: none"> <i>"...will share and publicize information about the nutritional content of meals with students and parents."</i> </td></tr> </table> | 0 | Not mentioned | 1 | <p>Either of the following:</p> <ul style="list-style-type: none"> Vague and/or suggested Only available upon request <p>Example:</p> <ul style="list-style-type: none"> <i>"...will provide nutrition information to parents upon request."</i> | 2 | <p>Specific and required</p> <p>Example:</p> <ul style="list-style-type: none"> <i>"...will share and publicize information about the nutritional content of meals with students and parents."</i> |
| 0 | Not mentioned | | | | | | | |
| 1 | <p>Either of the following:</p> <ul style="list-style-type: none"> Vague and/or suggested Only available upon request <p>Example:</p> <ul style="list-style-type: none"> <i>"...will provide nutrition information to parents upon request."</i> | | | | | | | |
| 2 | <p>Specific and required</p> <p>Example:</p> <ul style="list-style-type: none"> <i>"...will share and publicize information about the nutritional content of meals with students and parents."</i> | | | | | | | |
| US10 (NG38a) | Farm-to-school or farm-to-cafeteria program *State coding: establishing a FTSP gets a "1" | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; vertical-align: top;">0</td><td>Not mentioned</td></tr> <tr> <td style="text-align: center; vertical-align: top;">1</td><td> <p>Suggested, time- or location- specific, subject to principal's discretion, or weakened by other exceptions</p> <p>Examples:</p> <ul style="list-style-type: none"> <i>"Schools are encouraged to make available locally grown produce to students for all school meals and food items sold outside of the reimbursable school meal program."</i> <i>"Schools are encouraged to source fresh fruits and vegetables from local farmers where practicable."</i> </td></tr> <tr> <td style="text-align: center; vertical-align: top;">2</td><td> <p>Required/definitively in place</p> <p>Example:</p> <ul style="list-style-type: none"> <i>"Produce from area farms shall be sold/served at all locations where F&B are sold/served."</i> </td></tr> </table> | 0 | Not mentioned | 1 | <p>Suggested, time- or location- specific, subject to principal's discretion, or weakened by other exceptions</p> <p>Examples:</p> <ul style="list-style-type: none"> <i>"Schools are encouraged to make available locally grown produce to students for all school meals and food items sold outside of the reimbursable school meal program."</i> <i>"Schools are encouraged to source fresh fruits and vegetables from local farmers where practicable."</i> | 2 | <p>Required/definitively in place</p> <p>Example:</p> <ul style="list-style-type: none"> <i>"Produce from area farms shall be sold/served at all locations where F&B are sold/served."</i> |
| 0 | Not mentioned | | | | | | | |
| 1 | <p>Suggested, time- or location- specific, subject to principal's discretion, or weakened by other exceptions</p> <p>Examples:</p> <ul style="list-style-type: none"> <i>"Schools are encouraged to make available locally grown produce to students for all school meals and food items sold outside of the reimbursable school meal program."</i> <i>"Schools are encouraged to source fresh fruits and vegetables from local farmers where practicable."</i> | | | | | | | |
| 2 | <p>Required/definitively in place</p> <p>Example:</p> <ul style="list-style-type: none"> <i>"Produce from area farms shall be sold/served at all locations where F&B are sold/served."</i> | | | | | | | |

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

Note: This section relates to sale or service of foods outside USDA school meals. Do not count provisions in the USDA school meals section of the policy for items in this section. If the policy specifies regulations for "all foods" at school, and it is not clear whether the statement applies to either competitive foods or USDA school meals, apply those regulations to this section (Nutrition Standards for Competitive and Other Foods and Beverages) and to section 2 (Standards for USDA Child Nutrition Programs and School Meals).

- Some policies regulate foods "served" at school, while others only regulate foods "sold" at school. The distinction between "served" and "sold" is that "served" includes both foods that are "sold" and foods that are distributed without cost, such as foods served at birthday parties. Most items in this section refer to foods sold, but some refer to the broader category of foods served.
- For a policy to receive a minimum default code for mentioning U.S. Department of Health and Human Services (HHS) and U.S. Department of Agriculture (USDA) 2005 Dietary Guidelines for Americans, the policy must state "Dietary Guidelines."
- A "time-specific" regulation is one that only applies during certain hours (e.g., when class is in session or during lunch).
- A "location-specific" regulation is one that only applies to certain places or grade levels (e.g., in cafeteria or certain grades within MS).

UIC Note: "NG" items correspond with the "NS" items in the HER-version of the coding scheme.

*See Coding Appendix for several NG-related items

| | | | |
|-----------------|--|---|---|
| NG1* (NG23*) | <p>Federal Wellness: Includes nutrition guidelines selected by the local education agency for ALL foods available on each school campus during the school day with the objective of promoting student health and reducing childhood obesity</p> <p>*See Coding Appendix for additional clarification</p> | 0 | Either of the following: <ul style="list-style-type: none"> No guidelines for competitive foods mentioned or language weaker than 1 code Strives to/should meet the 2005 Dietary Guidelines for America |
| | | 1 | Any of the following: <ul style="list-style-type: none"> Mentions districts guidelines but does not define them Mentions plans to create guidelines Only mentions federal law regarding the National School Lunch Program or Foods of Minimal Nutritional Value Only repeats the language of the federal wellness requirement regarding nutrition guidelines for all foods during the school day Indicates guidelines are limited only to <u>particular places</u> (e.g., cafeteria), <u>times during the school day</u> (e.g., 30 minutes before to 30 minutes after the school lunch is served), or <u>categories of items</u> (i.e., food but not beverage; beverage not food) <p>Example:</p> <ul style="list-style-type: none"> "<i>Nutritious meals served by the food services operation and other nutritious food choices served in district schools and district-sponsored events will comply with district guidelines and state and federal law.</i>" (and "district guidelines" are not defined in the policy) "<i>NGs that require the use of products that are high in fiber, low in added fats, sugar, sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the district's nutrition services department or contracted vendors.</i>" |
| | | 2 | Requires specific district guidelines (that are not time- or location- specific), even if only in reference to the <u>2005 Dietary Guidelines for Americans</u> and even if you feel the guidelines are weak (including guidelines that only apply to a %age of items) <p>Example:</p> <ul style="list-style-type: none"> "<i>All foods served during the school day shall meet district guidelines, which include...ensuring the provision of whole grains and fruits and vegetables.</i>" |
| SD | <p>Nutrition standards apply during the school day (SD)</p> | <p>Note: The SD coding should be applied for each NG item, as appropriate, for each relevant grade level.</p> <p>Note 2: Code SD based on however the district defines SD. If SD is defined as only applying through the lunch period, that would count for SD coding. If SD is defined as also including before school, that would include SD.</p> | |
| | | 0 | No mention of school day or NG apply at all times |
| 1 | <p>NG item(s) limited to/applies only during the school day (SD)</p> <p>Example:</p> <ul style="list-style-type: none"> "<i>Beverages other than soda should/shall be limited to 100% juice drinks, water, and milk during the school day.</i>" | | |

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (continued)

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|------------------|--|---|---|
| NG2* (NG23b*) | <p>Competitive food ban/cannot be sold *See Coding Appendix for additional clarification</p> | 0 | Either of the following: <ul style="list-style-type: none"> No suggestion of competitive food ban/not mentioned Only prohibits sale of FMNVs in places where meals are served during mealtimes Example: • “Competitive foods and beverages are prohibited from the start of breakfast until the end of the last lunch period <u>in places where school meals are served.</u> ” |
| | | 1 | Either of the following: <ul style="list-style-type: none"> Competitive food ban suggested/encouraged (<i>CSPI/NANA ES model language/; see Appendix for coding examples</i>) Competitive food ban is limited to certain hours Example: • “Competitive foods and beverages may not be sold from the time of arrival of the first student at school until thirty minutes after the lunch period.” |
| | | 2 | Bans the sale of competitive foods Example: • “Competitive foods and beverages may not be sold on school campuses during the school day.” |
| | | | |
| NG3 (NG23c) | <p>Vending/competitive food contract compliance with NG</p> | 0 | Either of the following: <ul style="list-style-type: none"> No mention of vending/competitive food contracts Vending/competitive food contracts do not have to follow NG |
| | | 1 | Vague, suggested, location-specific, time-specific <ul style="list-style-type: none"> “Upon expiration of the existing competitive food/vending contracts, all such contracts are encouraged to follow the district’s nutrition guidelines/standards.” “Schools should pursue contracts that both encourage healthy eating by students and reduce school dependence on profits on sale of FMNVs.” “Beverage contracts comply with the Dietary Guidelines for Americans.” |
| | | 2 | Vending/competitive food contracts required to follow NG <ul style="list-style-type: none"> “The superintendent shall continually evaluate vending contracts. Vending contracts that do not meet the intent of this policy shall be modified accordingly or not renewed.” “Upon expiration of the existing vending/competitive food contracts, such contracts must be in accordance with the district’s nutrition standards or not be renewed.” |
| | | | |
| NG4 | <p>Restricts fast food sales at school (includes cafeteria, school stores, and other venues) Note: this is not prohibiting students from bringing fast food from outside</p> | 0 | Either of the following: <ul style="list-style-type: none"> Not mentioned Allows fast food > 2 days per week |
| | | 1 | Either of the following: <ul style="list-style-type: none"> Restricts access to fast food sold in the cafeteria/on school grounds to 1-2 days per week Vague, suggested, location-specific, time-specific <ul style="list-style-type: none"> “...each school shall limit access to no more than one day each week to retail fast food in the cafeteria, whether sold by contract, commercial vendor, or otherwise.” |
| | | 2 | Prohibits fast food sales on school grounds at all times |
| | | | |
| NG5 | <p>IOM Variable: Allows <u>only</u> fruit and/or vegetables and/or whole grains and/or related combination* products *Combination products defined from IOM: must contain a total of one or more servings as packaged of fruit, vegetables or whole grain products per portion Note: In order to truly meet the IOM standards, the policy must get a 2 here <u>AND</u> must get a 3 or 4 on all items numbered NG18-22, 24-29</p> | 0 | Not mentioned OR allows items other than F&V, whole grains, and/or related combination products |
| | | 1 | Suggestive of meeting IOM Standard: <u>Should</u> allow ONLY F&V, whole grains, and/or related combination products <ul style="list-style-type: none"> “If available, food and beverages sold <u>should</u> be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.” |
| | | 2 | Meets IOM Standard: Allows ONLY F&V, whole grains, and/or related combination products <ul style="list-style-type: none"> The only F&B that may be sold or served on campus during the school day are fruits and vegetables whole grains, and/or related combination products |
| | | | Example: • “If available, food and beverages sold <u>will</u> be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.” |

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (*continued*)

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| <p>NG6* (NG38*)</p> <p>Addresses increasing “whole foods:” whole grains, unprocessed foods, or fresh produce</p> <p>*See Coding Appendix for additional guidance</p> | <p>Any of the following:</p> <ul style="list-style-type: none"> • Not mentioned • Mentions only dried fruit, fruit juice, fruit roll-ups, etc. • Indicates that schools shall “strive” to meet or “should” meet the 2005 USDA Dietary Guidelines • Reference to whole grains, fresh fruits, etc., only relative to school meals • Mentions only high-fiber items or items high in fiber. <p>Example:</p> <ul style="list-style-type: none"> • “...must include items that meet the 2005 Dietary Guidelines for Americans.” |
| | <p>Any of the following:</p> <ul style="list-style-type: none"> • Encourages offering/consumption of whole grains, unprocessed foods, or fresh produce • Farm-to-school program is suggested • Specifies <u>the 2005 Dietary Guidelines for Americans</u> and no other standards • List of food items includes fruits/vegetables that may include, but are not limited to, a list of items including non-fresh fruits/vegetables (e.g., dried/canned fruits/veg) <p>Examples:</p> <ul style="list-style-type: none"> • “Schools are encouraged to make available locally grown produce to students for all school meals and food items sold outside of the reimbursable school meal program.” • “Schools are encouraged to source fresh fruits and vegetables from local farmers where practicable.” |
| | <p>Either of the following:</p> <ul style="list-style-type: none"> • Definitively offering whole grains, unprocessed foods, or fresh produce • Farm to School program is required or definitively in place <p>Examples:</p> <ul style="list-style-type: none"> • “At least half of the grains served will be whole grains.” • “Only brown rice shall be served.” • “Produce from area farms shall be sold/served at all locations where F&B are sold/served.” |
| | |

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (continued)

| | | |
|-----------------------|---|--|
| <p>NG7 (NG40)</p> | | |
| | 0 | <p>Any of the following:</p> <ul style="list-style-type: none"> • Not mentioned • Encourages the use of healthy food as a reward (not “ONLY” allowing) • Discourages using unhealthy food as a reward (e.g., donuts, FMNVs, etc.) • Only addresses withholding meals as punishment • Use of food as a reward in instructional programs shall require superintendent approval <p>Examples:</p> <ul style="list-style-type: none"> • <i>“The district will provide teachers with guidelines on the use of food as a reward without specifying guidelines.”</i> • <i>“Staff are encouraged to limit the use of non-nutritious food as a reward/incentive and to promote nutritious options.”</i> |
| | 1 | <p>Any of the following:</p> <ul style="list-style-type: none"> • Discourages food as a reward or punishment • Only allows healthy food as a reward • Prohibits or discourages food as a punishment but does not prohibit food as a reward • Strong language for food as a punishment but weaker language for food as a reward <p>Examples:</p> <ul style="list-style-type: none"> • <i>“No punitive or disciplinary action shall be taken that would deny a student lunch or snack time.”</i> (and policy does not address food as a reward) • <i>“...strongly discourage the use of food/beverages as a reward or punishment.”</i> • <i>“...will encourage non-food alternatives as rewards.”</i> • <i>“Only healthy foods will be used as a reward.”</i> • <i>“Food shall not be withheld as punishment and should not be used as a reward.”</i> • <i>“Schools are encouraged to not use food or beverages that do not meet the nutrition standards for F&B sold individually as rewards, and will not withhold food or beverages as punishment.”</i> • <i>“Teachers shall not use food as a reward, especially those that do not meet the nutrition standards.”</i> |
| | 2 | <p>Prohibits food as a reward (even if using food as a punishment is not mentioned). Prohibition of food as a reward with the exception of Individual(ized) Academic Plans (IAP) or Individual(ized) Education Plans (IEP) still qualifies for a “2.”</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>“Food rewards or incentives shall not be used in classrooms to encourage student achievement or desirable behavior.”</i> • <i>“The use of food or candy as a classroom reward for any school is prohibited.”</i> |
| <p>NG8 (NG41)</p> | | |
| | 0 | <p>Either of the following:</p> <ul style="list-style-type: none"> • Not mentioned • “Nutrition information and education shall be offered throughout the school campus and based on the USDA Dietary Guidelines” (Not clear that this is specific to actual F&B items sold/served) |
| | 1 | <p>Either of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested • Only available upon request |
| | 2 | <p>Required</p> <p>Example:</p> <ul style="list-style-type: none"> • <i>“...shall provide parents and students a list of detailed nutrition information on all foods and beverages sold at school.”</i> |

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (*continued*)

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| <p>NG9 (NG51)</p> <p><i>Addresses access to (free) drinking water</i></p> | <p>Any of the following:</p> <ul style="list-style-type: none"> • Not mentioned • Policy only addresses the sale of bottled water • Providing access to drinking water/fountains only during meal periods/in the cafeteria • Allowing students to bring in bottled water from home • Only addresses water available in the context of PE/PA <p>Example:</p> <ul style="list-style-type: none"> • <i>"Schools should ensure that students have access to appropriate hydration and are encouraged to make use of it during PA."</i> |
| | <p>Availability of free drinking water is suggested or encouraged</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>"Water shall be accessible during hours of school operation through choices such as drinking fountains or vending machines."</i> • <i>"Schools are encouraged to provide drinking fountains throughout the school campus..."</i> |
| | <p>Free water is always available</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>"Students and staff will have access to free, safe, and fresh drinking water throughout the school day."</i> • <i>"Drinking water fountains will be made available to students and staff throughout the school building."</i> • <i>"Students will be provided access to drinking water throughout the day."</i> |

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (continued)

Notes for Year 3 Coding:

1. Use Nutrition Guideline Coding Supplement for detailed coding of NG10-NG15 (NG24-27, NG31-NG32) and NG16-NG29 (NG33-50)
2. Each of the food/beverage restrictions NG16-NG29 are coded separately for each location of sale/provision NG10-NG15; the coding instructions are identical for each location and are not reported below

Places food is available NG10-NG15 (NG24-27, NG31-NG32)

| | | |
|--|---|---|
| <p>NG10* (NG24*)</p> <p>Regulates vending machines</p> <p>*See also Coding Appendix</p> | <p>Note: If policy regulates “all foods” or “competitive foods,” code according to the strength of that statement.</p> | |
| | 0 | <p>Any of the following:</p> <ul style="list-style-type: none"> • No mention of vending machine regulations or umbrella statement regulating “all foods” or “competitive foods” • Language such as: “The district shall <i>monitor</i> all food and beverages sold or served to students, including those available outside of the federally regulated child nutrition programs.” (i.e., a la carte, vending, student stores, rewards, fundraising, etc.) • Language such as: “...should strive to sell only healthy foods in vending machines.” • Efforts to minimize sale of FMNVs • Strives to/should meet the 2005 Dietary Guidelines for Americans • Mentions regulating F&B in vending machines/all F&B without specifying guidelines or mentions plans to create guidelines |
| | 1 | <p>Any of the following:</p> <ul style="list-style-type: none"> • Vending machine regulations or umbrella statement regulating “all (competitive) foods” is vague, suggested, time- or location- specific, subject to principal’s discretion, or weakened by other exceptions • The <u>2005 Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate vending machines or “all (competitive) foods” • Regulations only apply to a very limited group of foods (e.g., prohibiting FMNVs in vending machines) • Restrictions only apply to a %age of food and/or beverage items or a limited set of items (e.g., fat content and soda) • (Note: if NG2=1 (NG23b) and there are no other nutrition guidelines, code NG10-12=1 (NG24-26)) <ul style="list-style-type: none"> • “<i>Vending machines shall include items which are healthful.</i>” • “<i>Vending machines shall be unplugged during lunch hour.</i>” • “<i>FMNVs shall not be sold on school grounds at any time.</i>” • “<i>F&B sales in vending machines will support healthy eating</i>” • “<i>...all food and beverages sold will strive to support the district’s healthy eating guidelines.</i>” • “<i>The sale of food items during the school day shall be restricted to those items in categories of food that meet minimal nutritional value.</i>” • “<i>The district shall consider sugar content, fat content, portion size, and lack of nutrients in all F&B sold or served to students.</i>” • “<i>..75% of F&B sold in VM must meet district nutrition standards.</i>” • “<i>A minimum of 20% of snacks in vending, stores, concession, and a la carte will be considered health snack offerings.</i>” • “<i>NGs that require the use of products that are high in fiber, low in added fats, sugar, sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the district’s nutrition services department or contracted vendors.</i>” <p>Examples:</p> <ul style="list-style-type: none"> • “<i>Foods sold through vending machines shall be limited to water, 100% juice, fresh fruits and/or vegetables.</i>” • “<i>All items sold through vending machines shall contain no more 35% of total calories from fat and sugars and no trans fats.</i>” |
| | 2 | <p>Requires regulation of ALL vending machine items or umbrella statement regulating “all (competitive) foods.” For a “2,” the regulation must meet one of the following:</p> <ul style="list-style-type: none"> • Regulate nutritional quality of each individual item sold (e.g., regulating maximum calorie, sugar, and saturated fat content of <u>ALL</u> items sold) • Provide a specific and <u>restricted</u> list of food items allowed to be sold in vending machines or at all times (e.g., limiting vending to only water, fruits, vegetables, whole grains, and nuts) OR • Prohibit a comprehensive list of unhealthy foods (e.g., baked goods, sweetened beverages, and candy) in vending machines or at all times <p>Examples:</p> <ul style="list-style-type: none"> • “<i>Foods sold through vending machines shall be limited to water, 100% juice, fresh fruits and/or vegetables.</i>” • “<i>All items sold through vending machines shall contain no more 35% of total calories from fat and sugars and no trans fats.</i>” |
| | 4 | <p>Bans vending machines and/or bans all competitive food sales during the school day</p> <p>Examples:</p> <ul style="list-style-type: none"> • “<i>The sale of F&B is limited to F&B sold through the school meal program.</i>” • “<i>Vending machines are prohibited on school grounds.</i>” • “<i>No competitive foods or beverages may be sold during the school day.</i>” • “<i>Only water is allowed to be sold in vending machines.</i>” |

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (continued)

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| <p>NG11* (NG25*)</p> <p><u>Regulates school stores</u></p> <p>*See also Coding Appendix</p> <p>Note: If policy only mentions concessions or snack bars, do not code for school stores, unless policy defines concessions and/or snack bars as including school stores.</p> | <p>Note: If policy regulates “all foods” or “competitive foods,” code according to the strength of that statement.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center; padding: 5px;">0</td><td style="padding: 5px;"> <p>Any of the following:</p> <ul style="list-style-type: none"> • No mention of school store regulations or umbrella statement regulating “all (competitive) foods” • Language such as: “The district shall <i>monitor</i> all food and beverages sold or served to students, including those available outside of the federally regulated child nutrition programs.” (i.e., a la carte, vending, student stores, rewards, fundraising, etc.) • Any language such as: “...should strive to sell healthy F&B in school stores.” • Efforts to minimize sale of FMNVs • Strives to/should meet the 2005 Dietary Guidelines for Americans • Mentions regulating F&B/all F&B in school stores without specifying guidelines or mentions plans to create guidelines </td></tr> <tr> <td style="text-align: center; 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padding: 5px;">4</td><td style="padding: 5px;"> <p>Bans food/beverage sales in school stores and/or bans all competitive food sales during the school day</p> <p>Examples</p> <ul style="list-style-type: none"> • “The sale of F&B is limited to F&B sold through the school meal program.” • “District XYZ does not allow food/beverages to be sold at school stores.” • “No competitive foods or beverages may be sold during the school day.” </td></tr> </table> | 0 | <p>Any of the following:</p> <ul style="list-style-type: none"> • No mention of school store regulations or umbrella statement regulating “all (competitive) foods” • Language such as: “The district shall <i>monitor</i> all food and beverages sold or served to students, including those available outside of the federally regulated child nutrition programs.” (i.e., a la carte, vending, student stores, rewards, fundraising, etc.) • Any language such as: “...should strive to sell healthy F&B in school stores.” • Efforts to minimize sale of FMNVs • Strives to/should meet the 2005 Dietary Guidelines for Americans • Mentions regulating F&B/all F&B in school stores without specifying guidelines or mentions plans to create guidelines | 1 | <p>Any of the following:</p> <ul style="list-style-type: none"> • School store regulations or umbrella statement regulating “all (competitive) foods” is vague, suggested, time- or location- specific, subject to principal’s discretion, or weakened by other exceptions • The <u>2005 Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate school stores or “all (competitive) foods” • Regulations only apply to a very limited group of foods (e.g., prohibiting Foods of Minimal Nutritional Value [FMNV] in school stores) • Restrictions only apply to a %age of food and/or beverage items or a limited set of items (e.g., fat content and soda) • (Note: if NG2=1 (NG23b) and there are no other nutrition guidelines, code NG10-12=1 (NG24-26)) <p>Examples:</p> <ul style="list-style-type: none"> • “...ensure some healthy options are sold at school stores.” • “Sales of F&B in school stores must comply with state <i>Public School Nutrition Policy</i>.” • “...school stores shall strive to include healthy choices for sale...” • “All food and beverages sold will strive to support the district’s healthy eating guidelines.” • “The sale of food items during the school day shall be restricted to those items in categories of food that meet minimal nutritional value.” • “The district shall consider sugar content, fat content, portion size, and lack of nutrients in all F&B sold or served to students.” • “...50% of F&B sold in stores must meet the district nutrition standards.” • “NGs that require the use of products that are high in fiber, low in added fats, sugar, sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the district’s nutrition services department or contracted vendors.” | 2 | <p>Requires regulation of ALL school store items or umbrella statement regulating “all (competitive) foods.” For a “2,” the regulation must meet one of the following:</p> <ul style="list-style-type: none"> • Regulate nutritional quality of each individual item sold (e.g., regulating maximum calorie, sugar, and saturated fat content of <u>ALL</u> items sold) • Provide a specific and <u>restricted</u> list of food items allowed to be sold school stores or at all times (e.g., limiting food sales to only water, fruits, vegetables, whole grains, and nuts) • Prohibit a comprehensive list of unhealthy foods (e.g., baked goods, sweetened beverages, and candy) in school stores or at all times <p>Examples:</p> <ul style="list-style-type: none"> • “Foods sold through school stores shall be limited to water, 100% juice, and fresh fruits and/or vegetables.” • “All items sold through school stores shall contain no more 35% of total calories from fat and sugars and no trans fats.” | 4 | <p>Bans food/beverage sales in school stores and/or bans all competitive food sales during the school day</p> <p>Examples</p> <ul style="list-style-type: none"> • “The sale of F&B is limited to F&B sold through the school meal program.” • “District XYZ does not allow food/beverages to be sold at school stores.” • “No competitive foods or beverages may be sold during the school day.” |
| 0 | <p>Any of the following:</p> <ul style="list-style-type: none"> • No mention of school store regulations or umbrella statement regulating “all (competitive) foods” • Language such as: “The district shall <i>monitor</i> all food and beverages sold or served to students, including those available outside of the federally regulated child nutrition programs.” (i.e., a la carte, vending, student stores, rewards, fundraising, etc.) • Any language such as: “...should strive to sell healthy F&B in school stores.” • Efforts to minimize sale of FMNVs • Strives to/should meet the 2005 Dietary Guidelines for Americans • Mentions regulating F&B/all F&B in school stores without specifying guidelines or mentions plans to create guidelines | | | | | | | | |
| 1 | <p>Any of the following:</p> <ul style="list-style-type: none"> • School store regulations or umbrella statement regulating “all (competitive) foods” is vague, suggested, time- or location- specific, subject to principal’s discretion, or weakened by other exceptions • The <u>2005 Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate school stores or “all (competitive) foods” • Regulations only apply to a very limited group of foods (e.g., prohibiting Foods of Minimal Nutritional Value [FMNV] in school stores) • Restrictions only apply to a %age of food and/or beverage items or a limited set of items (e.g., fat content and soda) • (Note: if NG2=1 (NG23b) and there are no other nutrition guidelines, code NG10-12=1 (NG24-26)) <p>Examples:</p> <ul style="list-style-type: none"> • “...ensure some healthy options are sold at school stores.” • “Sales of F&B in school stores must comply with state <i>Public School Nutrition Policy</i>.” • “...school stores shall strive to include healthy choices for sale...” • “All food and beverages sold will strive to support the district’s healthy eating guidelines.” • “The sale of food items during the school day shall be restricted to those items in categories of food that meet minimal nutritional value.” • “The district shall consider sugar content, fat content, portion size, and lack of nutrients in all F&B sold or served to students.” • “...50% of F&B sold in stores must meet the district nutrition standards.” • “NGs that require the use of products that are high in fiber, low in added fats, sugar, sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the district’s nutrition services department or contracted vendors.” | | | | | | | | |
| 2 | <p>Requires regulation of ALL school store items or umbrella statement regulating “all (competitive) foods.” For a “2,” the regulation must meet one of the following:</p> <ul style="list-style-type: none"> • Regulate nutritional quality of each individual item sold (e.g., regulating maximum calorie, sugar, and saturated fat content of <u>ALL</u> items sold) • Provide a specific and <u>restricted</u> list of food items allowed to be sold school stores or at all times (e.g., limiting food sales to only water, fruits, vegetables, whole grains, and nuts) • Prohibit a comprehensive list of unhealthy foods (e.g., baked goods, sweetened beverages, and candy) in school stores or at all times <p>Examples:</p> <ul style="list-style-type: none"> • “Foods sold through school stores shall be limited to water, 100% juice, and fresh fruits and/or vegetables.” • “All items sold through school stores shall contain no more 35% of total calories from fat and sugars and no trans fats.” | | | | | | | | |
| 4 | <p>Bans food/beverage sales in school stores and/or bans all competitive food sales during the school day</p> <p>Examples</p> <ul style="list-style-type: none"> • “The sale of F&B is limited to F&B sold through the school meal program.” • “District XYZ does not allow food/beverages to be sold at school stores.” • “No competitive foods or beverages may be sold during the school day.” | | | | | | | | |

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (continued)

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| | <p>Note: If policy regulates “all foods” or “competitive foods,” code according to the strength of that statement; if policy addresses food and/or beverage sold by food service program /child nutrition programs etc. but the policy omits mentioning a la carte, give credit for a la carte.</p> |
| 0 | <p>Any of the following:</p> <ul style="list-style-type: none"> • No mention of a la carte regulations or umbrella statement regulating “all (competitive) foods” • Language such as: “The district shall <i>monitor</i> all food and beverages sold or served to students, including those available outside of the federally regulated child nutrition programs (i.e., a la carte, vending, student stores, etc.)” • Language such as: “...should strive to sell healthy a la carte F&B.” • Efforts to minimize sale of FMNVs • Strives to/should meet the 2005 Dietary Guidelines for Americans • Mentions regulating a la carte/all F&B without specifying guidelines or mentions plans to create guidelines |
| 1 | <p>Any of the following:</p> <ul style="list-style-type: none"> • A la carte regulations or umbrella statement regulating “all (competitive) foods” is vague, suggested, time- or location- specific, subject to principal’s discretion, or weakened by other exceptions • The <u>2005 Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate food service a la carte or “all (competitive) foods” • Regulations only apply to a limited group of foods (e.g., prohibiting FMNVs) • Restrictions only apply to a %age of food and/or beverage items or a limited set of items (e.g., fat content and soda) • Prohibits FMNVs during meals (also code NG17al=1 and NG24al=2) • (Note: if NG2=1 (NG23b) and there are no other nutrition guidelines, code NG10-12=1 (NG24-26)) <ul style="list-style-type: none"> • “...<i>all food and beverages sold will strive to support the district's healthy eating guidelines.</i>” • “<i>food service shall strive to include some healthy choices (choices listed) for all a la carte food sales.</i>” • “<i>The sale of food items during the school day shall be restricted to those items in categories of food that meet minimal nutritional value.</i>” <p>Examples:</p> <ul style="list-style-type: none"> • “The district shall consider sugar content, fat content, portion size, and lack of nutrients in all F&B sold or served to students.” • “...50% of a la carte F&B items must meet district nutrition standards.” • “NGs that require the use of products that are high in fiber, low in added fats, sugar, sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the district's nutrition services department or contracted vendors.” |
| 2 | <p>Requires regulation of ALL a la carte items or umbrella statement regulating “all (competitive) foods.” For a “2,” the regulation must meet one of the following:</p> <ul style="list-style-type: none"> • Regulate nutritional quality of each individual item sold (e.g., regulating maximum calorie, sugar, or saturated fat content of <u>ALL</u> items sold) • Provide a specific and <u>restricted</u> list of food items allowed to be sold a la carte or at all times (e.g., limiting food sales to only fruits, vegetables, and whole grains) • Prohibit a comprehensive list of unhealthy foods (e.g., baked goods, sweetened beverages, and candy) a la carte or at all times <p>Examples:</p> <ul style="list-style-type: none"> • “A la carte F&B sales shall be limited to water, 100% juice and fresh fruits and/or vegetables.” • “All items sold through school stores shall contain no more 35% of total calories from fat and sugars and no trans fats.” |
| 4 | <p>Bans a la carte food sales or bans all competitive food sales</p> <p>Examples:</p> <ul style="list-style-type: none"> • “The sale of F&B is limited to F&B sold through the school meal program.” • “District XYZ does not allow a la carte food/beverage sales.” • “No competitive foods or beverages may be sold during the school day.” |

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (continued)

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| <p>NG13* (NG27*)</p> <p>Regulates food served at <u>class parties</u> and other school <u>celebrations</u></p> | <p>0 Not mentioned</p> <p>Any of the following:</p> <ul style="list-style-type: none"> • Regulations for class parties or umbrella statement regulating “all (competitive) foods” <u>served/distributed/available</u> is vague, suggested, time- or location-specific, subject to principal’s discretion, or weakened by other exceptions • The <u>2005 Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate class parties or “all (competitive) foods <u>served/distributed/available</u>” • Regulations only apply to a very limited group of foods (e.g., prohibiting Foods of Minimal Nutritional Value [FMNV] at all times) • Regulations for class parties are required but weakened (e.g., by allowing one traditional party food) <ul style="list-style-type: none"> • <i>“District encourages healthy snacks at parties.”</i> • <i>“Celebrations involving food during the school day shall be at the discretion of the school principal.”</i> • <i>“The school food environment (including celebrations) on balance and over time should be consistent with healthy food guidelines.”</i> • <i>“...permits only one birthday party per month.”</i> • <i>“The district shall provide parents with a list of foods that meet the Board’s snack standards for healthy celebrations/ parties, rewards, and fundraising activities...”</i> (and no other mention of celebrations/parties included in the policy) <p>Examples:</p> <ul style="list-style-type: none"> • <i>“The district should regulate all food and beverages sold/served as part of classroom activities.”</i> • <i>“Classroom parties will offer minimal amounts of foods (maximum 2-3 items) that contain added sugar as the first ingredient and will provide the following: fresh fruits and vegetables, water, 100% fruit juice, or milk.”</i> • <i>“...classroom parties, celebrations, etc. shall be limited to one snack and one beverage (100% juice, water or milk)”</i> • <i>“The district shall consider sugar content, fat content, portion size, and lack of nutrients in all F&B sold or served to students.”</i> • <i>“NGs that require the use of products that are high in fiber, low in added fats, sugar, sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the district’s nutrition services department or contracted vendors.”</i> • <i>“All F&B available will meet the 2005 Dietary Guidelines for Americans.”</i> |
| <p>1</p> | <p>Requires regulation of ALL foods <u>served/distributed/available</u> at class parties or umbrella statement regulating “all foods <u>served/distributed/available</u>.” For a “2,” the regulation must apply to food <u>served/distributed/available</u> and meet one of the following criteria:</p> <p>Example:</p> <ul style="list-style-type: none"> • Regulate nutritional quality of each individual item <u>served/distributed/available</u> (e.g., regulating maximum calorie, sugar, or saturated fat content of <u>ALL</u> items) • Provide a specific and <u>restricted</u> list of food items allowed to be <u>served/distributed/available</u> at class parties or at all times (e.g., limiting to fruits and whole grains) • Prohibit a comprehensive list of unhealthy foods (e.g., baked goods, sweetened beverages, and candy) from being <u>served/distributed/available</u> at class parties/celebrations or at all times <ul style="list-style-type: none"> • <i>“Foods and beverages <u>served</u> at school celebrations must meet the District’s Nutritional Standards.”</i> (and standards are defined) |
| <p>2</p> | <p>Competitive food ban</p> <p>Example:</p> <ul style="list-style-type: none"> • <i>“Competitive foods and beverages may not be sold or served on school campuses during the school day.”</i> |
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Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (continued)

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| <p>NG14 (NG31)</p> <p>Regulates food sold at <u>evening and community events on school grounds</u> (e.g., concessions at athletic events, dances, or performances)</p> <p>Note: If policy only mentions concessions, without mentioning evening or community events, do not code</p> | <p>Note: Unless otherwise defined, “<u>at all times</u>” refers to all times students are in the custody of the school. Because evening and community events are open to the public, and children attending are no longer in the custody of the school, only the phrase, “<u>at all times on school grounds</u>” is specific enough to include evening and community events on school grounds.</p> | |
| | <p>0</p> <ul style="list-style-type: none"> • No mention of nutrition standards for food at evening or community events • Policy references nutrition guidelines only applying to athletic events/concession sales <u>during the school day</u> • Policy only addresses “events” without indicating “evening,” “community,” “all times on school grounds,” “athletic events,” etc. • Strives to/should meet the 2005 Dietary Guidelines for Americans | |
| | <p>Any of the following:</p> <ul style="list-style-type: none"> • Regulations of food sold at evening and community events are vague, suggested, location-specific, subject to principal's discretion, or weakened by other exceptions • The <u>2005 Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate food sold at evening and community events • Regulations of food at evening and community events only apply to a limited group of foods (e.g., prohibiting FMNVs) or a %age of items sold <ul style="list-style-type: none"> • “<i>Will promote availability of nutritional snacks at athletic events.</i>” • “<i>Local wellness policy goals will be considered in planning all school-based activities.</i>” (e.g., school events, field trips, dances, and assemblies) <p>Examples:</p> <ul style="list-style-type: none"> • “<i>Encourage that healthy food and beverage options are included at concessions at school-related events outside of the school day.</i>” • “<i>All F&B made available on campus, including concessions and a la carte items, will be consistent with the USDA 2005 Dietary Guidelines for Americans.</i>” | |
| | <p>2</p> <p>Requires specific nutrition standards that apply to food sold at evening and community events on school grounds and the standards meet one of the following criteria:</p> <ul style="list-style-type: none"> • Regulate nutritional quality of each individual item sold (e.g., regulating maximum calorie, sugar, or saturated fat content of <u>ALL</u> items sold) • Provide a specific and <u>restricted</u> list of food items allowed to be sold (e.g., limiting sales to water fruits, vegetables, whole grains, and nuts) • Prohibit a comprehensive list of unhealthy foods (e.g., baked goods, sweetened beverages, and candy) from being sold at evening and community events <p>Example:</p> <ul style="list-style-type: none"> • “<i>Food or beverages sold or served on school grounds or for activities shall meet the District's nutrition standards.</i>” (and district standards are defined in policy) | |
| | <p>4</p> <p>Competitive food ban</p> <p>Example:</p> <ul style="list-style-type: none"> • “<i>Competitive foods and beverages may not be sold or served on school Campuses.</i>” | |

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (continued)

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| <p>Regulates food sold for <u>fundraising</u></p> <p>Note Year 3 coding change: <u>Prohibitions on fundraising during the school day (SD) will now be coded as a "2" and the restrictions on SD fundraisers will be coded as a 1 (like other NG variables). If the provisions only apply during the SD, code the SD variable=1, accordingly.</u></p> <p>NG15 (NG32)</p> | <p>Note: Must specifically address “fundraising” for a code of a “1” or “2.” Regulating “all foods” during “the school day” or “at all times on school grounds” does not qualify because fundraising can occur off school grounds (e.g., catalogue orders selling candy or cookies).</p> |
| | <p>Any of the following:</p> <ul style="list-style-type: none"> • No mention of nutrition standards for food sold for fundraising • Strives to/should meet the 2005 Dietary Guidelines for Americans • Mentions regulating F&B sold for fundraising/all F&B without specifying guidelines • Mentions plans to establish guidelines for school-sponsored fundraising that involves selling food w/o mentioning guidelines, healthy food, etc. |
| | <p>Any of the following:</p> <ul style="list-style-type: none"> • Regulations of food sold for fundraising are vague, suggested, time- or location-specific subject to principal's discretion, or weakened by other exceptions • The <u>2005 Dietary Guidelines for Americans</u> and no other standards are mentioned to regulate food sold for fundraising • Regulations of food sold for fundraising only apply to a limited group of foods (e.g., prohibiting FMNVs) or a %age of items sold <p>Examples:</p> <ul style="list-style-type: none"> • “...strongly encouraging the use of only non-food items to raise funds.” • “...requiring administrative approval for all fundraisers.” • “The district shall provide parents with a list of foods that meet the Board’s snack standards for healthy celebrations/ parties, rewards, and fundraising activities...” (and no other language related to fundraising included in the policy) • “...fundraising activities will strive to support healthy eating and wellness.” |
| | <p>Requires specific nutrition standards that apply to food sold for fundraising and the standards meet one of the following criteria:</p> <ul style="list-style-type: none"> • Regulate nutritional quality of each individual item sold (e.g., regulating maximum calorie, sugar, or saturated fat content of <u>ALL</u> items sold) • Provide a specific and <u>restricted</u> list of food items allowed to be sold (e.g., limiting sales to water fruits, vegetables, whole grains, and nuts) • Prohibit a comprehensive list of unhealthy foods (e.g., baked goods, sweetened beverages, and candy) from being sold for fundraising • Prohibits the sale of food for fundraising <p>Example:</p> <ul style="list-style-type: none"> • “Foods purchased to raise funds must also meet the District’s nutrition standards.” (and standards are defined in policy) |
| | <p>Competitive food ban</p> <p>Example:</p> <ul style="list-style-type: none"> • “Competitive foods and beverages may not be sold or served on school campuses during the school day.” |

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (continued)

Notes for Year 3 Coding:

1. Use Nutrition Guideline Coding Supplement for detailed coding of NG10-NG15 (NG24-27, NG31-NG32) and NG16-NG29 (NG33-50)
2. Each of the food restrictions NG16-NG21 are coded separately for each location of sale/provision NG10-NG15; the coding instructions are identical for each location and are not reported below

Nutrition standards for competitive and other foods NG16-21 (NG33-36)

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| <p>NG16* (NG33*)</p> <p>Addresses limiting <u>sugar</u> content of foods</p> <p>*See also Coding Appendix</p> | <p>0 Not mentioned. If policy specifies the 2005 Dietary Guidelines for Americans and no <u>other standards</u>, code as a "0." Only regulating/limiting candy does not qualify for a "1" or "2."</p> |
| | <p>1 Any of the following:</p> <ul style="list-style-type: none"> • Limit is not quantified • Limit is suggested, time- or location-specific, subject to principal's discretion, or weakened by other exceptions • Restrictions on sugar only apply to a %age of food items <ul style="list-style-type: none"> • <i>"Dry snacks sold at the K-8 level shall follow District Nutrition Standards minimizing the content of...sugar."</i> • <i>"Prohibits foods listing sugar, corn syrup, or other caloric sweeteners as the first ingredient."</i> • <i>"Schools shall discourage consumption of sugary foods."</i> • <i>"The district will encourage students to make nutritious food choices and will ensure that...schools regulate the sale of foods high in...added sugars."</i> • <i>"The district shall consider sugar content, fat content, portion size, and lack of nutrients in all F&B sold or served to students."</i> • <i>"...50% of food items sold must prohibit sugar as the first ingredient."</i> • <i>"NGs that require the use of products that are high in fiber, low in added fats, sugar, sodium, and served in appropriate portion sizes consistent with USDA standards shall be established for all foods offered by the district's nutrition services department or contracted vendors."</i> |
| | <p>2 Either of the following:</p> <ul style="list-style-type: none"> • Quantified and required limit of >35% of total calories/total weight from sugar • Quantified and required limits but allows exceptions for certain items <ul style="list-style-type: none"> • <i>"F&B sold outside the school meal program must contain no more than 40% of total calories/weight from sugar."</i> • <i>"Calories from sugar shall not exceed 35% by weight; this limit shall not apply to fresh, frozen, <u>canned</u> or <u>dried</u> fruits and vegetables."</i> |
| | <p>3 Meets IOM standard: ≤ 35% of total calories/weight from sugar</p> <p>Example: • <i>"K-12 school food service, school store, and school vending machines sale of individual snack items per package shall include no more than 35% total calories/weight from sugar."</i></p> |
| | <p>4 Competitive food ban, vending ban, schools store ban, a la carte ban, class party ban, evening/community event ban and/or fundraising ban, as appropriate</p> <p>Example: • <i>"Competitive foods and beverages may not be sold on school campuses during the school day."</i></p> |
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| <p>NG17</p> <p>Addresses limiting candy</p> | <p>0 Any of the following:</p> <ul style="list-style-type: none"> • Not mentioned • Encourages minimizing candy on school campuses |
| | <p>1 Any of the following:</p> <ul style="list-style-type: none"> • Candy is limited but not prohibited • Prohibition of candy is suggested, time- or location-specific or overridden by principal's discretion • Prohibits FMNVs on campus and/or during the school day (note: FMNVs does not include all types of candy) • Prohibits FMNVs during meals (code a la carte only (NG17al)) |
| | <p>2 Either of the following:</p> <ul style="list-style-type: none"> • Candy is prohibited • Candy is prohibited except for use by the school nurse |
| | <p>4 Competitive food ban, vending ban, schools store ban, a la carte ban, class party ban, evening/community event ban and/or fundraising ban, as appropriate</p> <p>Example: • <i>"Competitive foods and beverages may not be sold on school campuses during the school day."</i></p> |
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Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (continued)

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Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (continued)

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Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (continued)

Notes for Year 3 Coding:

1. Use Nutrition Guideline Coding Supplement for detailed coding of NG10-NG15 (NG24-27, NG31-NG32) and NG16-NG29 (NG33-50)
2. Each of the beverage restrictions NG22-NG29 are coded separately for each location of sale/provision NG10-NG15; the coding instructions are identical for each location and are not reported below.

Nutrition standards for competitive and other beverages NG22-NG29 (NG42-NG50)

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| NG22* (NG42*) | Addresses limiting <u>sugar</u> content of beverages <i>*See Coding Appendix for additional guidance</i> Note: There is no level 2 code for this variable | 0 Any of the following: <ul style="list-style-type: none"> • Not mentioned • Indicates that competitive beverages "should include" specific beverage items • Fruit juice/drinks contain less than 50% juice Examples: <ul style="list-style-type: none"> • "Competitive beverages should include milk, water and 100% juice." • "Sale of beverages is limited to 100% fruit/veg juice and fruit/veg juice with at least 10% fruit/veg juice." |
| | | 1 Any of the following: <ul style="list-style-type: none"> • Limit is not quantified/specific • Limit is suggested, time- or location-specific, subject to principal's discretion, or weakened by other exceptions • Restriction only applies to a %age of beverages • Indicates that competitive beverages "must/shall include" specific beverage items (which includes 100% juice) • Fruit juice/drinks containing at least 50% juice Examples: <ul style="list-style-type: none"> • "... prohibits beverages that contain sugar, corn syrup, or any other caloric sweetener as the first ingredient." • "...discourages sugar-laden beverages." • "...shall prohibit soda and allow only water and beverages that are at least 50% juice." • "...allows water and beverages that are less than 100% juice." • "...50% of beverages must contain no caloric sweeteners." • "The district shall consider sugar content, fat content, portion size, and lack of nutrients in all F&B sold or served to students." • "Competitive beverages must include 100% juice, milk, water, noncarbonated drinks, and electrolyte replacement drinks." • "Beverages are limited to water, milk, 50% juice with no added sweeteners, and electrolyte replacement drinks." • "50% of beverages must be 100% juice, milk, water, and electrolyte replacement drinks." |
| | | 3 Meets IOM Standard: Prohibits beverages with added sugars Examples: <ul style="list-style-type: none"> • "Beverages with added sugars are not allowed." • "Only water and 100% juice will be allowed at school." • "Prohibits the sale of beverages with additional caloric sweeteners." |
| | | 4 Competitive food ban, vending ban, schools store ban, a la carte ban, class party ban, evening/community event ban and/or fundraising ban, as appropriate Example: <ul style="list-style-type: none"> • "Competitive foods and beverages may not be sold on school campuses during the school day." |
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| NG23* (NG44*) | Addresses limiting <u>calorie</u> content per serving size of beverages <i>*See Coding Appendix for additional guidance</i> | 0 Either of the following: <ul style="list-style-type: none"> • Not mentioned • Language referring to limiting "additional caloric sweeteners" and no other mention of calories |
| | | 1 Any of the following: <ul style="list-style-type: none"> • Limit is not quantified • Limit is suggested, time- or location-specific, subject to principal's discretion, or weakened by other exceptions • Restriction only applies to a %age of beverages |
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Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (*continued*)

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| <p>NG24* (NG45*)</p> <p>Addresses limiting <u>regular (sugar-sweetened) soda</u></p> <p>*See Coding Appendix for additional guidance</p> | <p>0 Any of the following:</p> <ul style="list-style-type: none"> • Not mentioned • Indicates that FMNVs should not be used as a source of revenue for the food service program • Encourages minimizing FMNVs on school campuses <p>Example: • <i>"The food service program shall strive to be financially self-supporting; however, if it is necessary to subsidize the operation, it will not be through the sale of FMNVs."</i></p> |
| | <p>1 Any of the following:</p> <ul style="list-style-type: none"> • Regular soda is limited but not prohibited • Prohibition of regular soda is suggested, time- or location-specific, or overridden by principal's discretion • Restriction only applies to a %age of beverages <p>Examples: • <i>"If available, food and beverages sold individually <u>should</u> be limited to low-fat and non-fat milk, fruits, and non-fried vegetables."</i> (NANA model see Appendix)</p> <p>• <i>"50% of beverages must be 100% juice, milk, water, and electrolyte replacement drinks."</i></p> |
| | <p>2 Any of the following:</p> <ul style="list-style-type: none"> • Regular soda is prohibited • Foods of Minimal Nutritional Value (FMNV) are prohibited at all times on school grounds. Prohibiting FMNV qualifies as a "2" because the definition of FMNV includes soda • Soda is prohibited except for use by the school nurse • Prohibits FMNVs during meals (code a la carte only (NG24al)) <p>Examples: • <i>"Soda will not be available on school grounds."</i></p> <p>• <i>"FMNVs may not be served/sold in the school cafeteria during lunch periods."</i></p> |
| | <p>3 Meets IOM Standard: Beverages with added caloric sweeteners are prohibited</p> <p>Examples: • <i>"Only milk, water and 100% juice will be available at school."</i></p> <p>• <i>"Approved beverages: milk, milk products, 100% juice and water."</i></p> |
| | <p>4 Competitive food ban, vending ban, schools store ban, a la carte ban, class party ban, evening/community event ban and/or fundraising ban, as appropriate</p> <p>Example: • <i>"Competitive food and beverages may not be sold on school campuses during the school day."</i></p> |

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (*continued*)

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| <p>NG25* (NG46*)</p> <p>Addresses limiting <u>beverages other than soda containing added caloric sweeteners</u> such as sweetened teas, juice drinks, energy drinks and sports drinks</p> <p>*See Coding Appendix for additional guidance</p> <p>Note: There is no level 2 code for this variable</p> | <p>Any of the following:</p> <ul style="list-style-type: none"> • Not mentioned • Only bans FMNVs • Allows beverages with added caloric sweeteners at all times • %age of beverages must meet the nutrition guidelines and allows electrolyte replacement drinks/isotonic/sports drinks • Indicates that competitive beverages "should include" beverages beyond milk, 100% juice, and water (includes noncarbonated drinks, electrolyte replacement drinks/isotonic/sports drinks) • Fruit juice/drinks contain less than 50% juice • Allows <u>more than one</u> sugar sweetened beverage <ul style="list-style-type: none"> • "50% of beverages must be 100% juice, milk, water, and electrolyte replacement drinks." <p>Examples:</p> <ul style="list-style-type: none"> • "Allowed beverages include milk, water, 100% juice, energy drinks, and electrolyte replacement drinks." |
| | <p>Any of the following:</p> <ul style="list-style-type: none"> • Other beverages with caloric sweeteners are limited but not prohibited • Prohibition is suggested, time- or location-specific, or item-specific (e.g., isotonic drinks, teas, etc.) subject to principal's discretion, or weakened by other exceptions • Restriction applies to a %age of beverages • Indicates that competitive beverages "must/shall include" specific beverage items that are limited to 100% juice, milk, and water • Fruit/juice drinks containing at least 50% juice • Allows <u>only one</u> sugar sweetened beverage <ul style="list-style-type: none"> • "Allowed beverages are limited to milk, water, 100% juice, and sports drinks." • "If available, food and beverages sold individually <u>should</u> be limited to low-fat and non-fat milk, fruits, and non-fried vegetables." (NANA model see Appendix) <p>Examples:</p> <ul style="list-style-type: none"> • "...50% of beverages will be water, 100% juice, and milk." • "All beverage machines must/shall include 100% juice, milk, and water." • "Beverages are limited to water, milk, and 50% juice with no added sweeteners." |
| | <p>Meets IOM Standard: Other beverages with added caloric sweeteners are prohibited</p> <p>Examples:</p> <ul style="list-style-type: none"> • "Only milk, water, and 100% juice will be available at school." • "Approved beverages: milk, milk products, 100% juice and water." |
| | <p>Competitive food ban, vending ban, schools store ban, a la carte ban, class party ban, evening/community event ban and/or fundraising ban, as appropriate</p> <p>Example:</p> <ul style="list-style-type: none"> • "Competitive foods and beverages may not be sold on school campuses during the school day." |
| | <p>0 Not mentioned</p> |
| | <p>Any of the following:</p> <ul style="list-style-type: none"> • Limit is not quantified • Limit is suggested, time- or location-specific, subject to principal's discretion, or weakened by other exceptions • %age of beverages must meet sugar/calorie provisions for milk |
| <p>NG26 (NG47)</p> <p>Addresses limiting <u>sugar/calorie</u> content of <u>flavored milk</u></p> | <p>Quantified limit for sugar or calories that is >22g of total sugars/8 oz. serving</p> <p>Examples:</p> <ul style="list-style-type: none"> • "Milk shall contain no more than 25 g of sugars/8 oz. serving." • "Milk may contain no more than 4 g of sugar/oz." • "Milk shall contain no more than 150 calories/8 oz. serving." |
| | <p>Meets IOM Standard: Flavored milk shall contain no more than 22g of total sugars/8 oz. portion</p> <p>Examples:</p> <ul style="list-style-type: none"> • "Milk shall contain no more than 22 g of sugars per 8 ounces." • "All milk sold is low fat and/or skim milk with 35% or less of weight from total sugar (or less than 9 grams per 100 calories)." Note: 8 oz skim=90 cal, 1% = 104 cal, 2% = 120 cal, and whole = 150 cal |
| | <p>Competitive food ban, vending ban, schools store ban, a la carte ban, class party ban, evening/community event ban and/or fundraising ban, as appropriate</p> <p>Example:</p> <ul style="list-style-type: none"> • "Competitive foods and beverages may not be sold on school campuses during the school day." |
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Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (*continued*)

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| <p>NG27* (NG48*)</p> <p>Addresses limiting <u>fat content of milk</u></p> <p>*See Coding Appendix for additional clarification</p> <p>Note: There is no level 2 code for this variable</p> | <p>0 Not mentioned. Mentioning nonfat or low-fat dairy products/foods (<u>must specifically mention milk</u>) does not qualify for a "1" or "2." If policy explicitly allows whole milk, code as a "0"</p> |
| | <p>Any of the following:</p> <ul style="list-style-type: none"> • Limiting milk to only low-fat (1%) or non-fat/skim is specified but suggested, time- or location-specific, subject to principal's discretion, or weakened by other exceptions • Full-fat milk is prohibited, but reduced-fat (2%) milk is allowed • Policy mentions that non-fat/skim, low-fat (1%), or reduced-fat (2%) milk are "allowed," "offered," or "provided" without specifying "<u>only</u>" • Restrictions on fat content of milk only apply to a %age of beverages <ul style="list-style-type: none"> • <i>"In high school, reduced fat, low-fat or skim milk may be sold."</i> • <i>"Schools shall offer fat-free milk where beverages are sold."</i> • <i>"At least 50% of beverage selections...shall be 100% fruit juice, low fat or fat free milk, and unflavored or unsweetened water."</i> <p>Examples:</p> |
| | <p>3 Meets IOM Standard: <u>Only</u> low-fat (1%) or non-fat/skim milk is allowed (i.e., reduced-fat [2%] AND full-fat are <u>prohibited</u>)</p> <p>Example:</p> <ul style="list-style-type: none"> • <i>"Beverages sold will be limited to low-fat or fat-free milk, 100% juice, and water."</i> |
| | <p>4 Competitive food ban, vending ban, schools store ban, a la carte ban, class party ban, evening/community event ban and/or fundraising ban, as appropriate</p> <p>Example:</p> <ul style="list-style-type: none"> • <i>"Competitive foods and beverages may not be sold on school campuses during the school day."</i> |
| | <p>0 Not mentioned. If policy specifies <u>the 2005 Dietary Guidelines for Americans</u> and <u>no other standards</u>, code as a "0"</p> |
| <p>NG28 (NG49)</p> <p>Addresses <u>serving size limits for beverages</u></p> | <p>Either of the following:</p> <ul style="list-style-type: none"> • Limit for drinks other than water is greater than 12 ounces • Limit is suggested, time- or location-specific, subject to principal's discretion, or weakened by other exceptions <ul style="list-style-type: none"> • <i>"All beverages other than water and milk shall be 12oz or less."</i> • <i>"The district shall consider sugar content, fat content, portion size, and lack of nutrients in all F&B sold or served to students."</i> |
| | <p>2 Limit for drinks other than water is > IOM standards but <u>no more than</u> 12 ounces/serving</p> |
| | <p>3 Meets IOM Standards (must meet ALL standards to be coded as a "3" for a given grade level): <ul style="list-style-type: none"> • Water any size; AND • 8 oz./serving for milk (including flavored milk); AND • ES/MS Juice: 4 oz./serving for 100% juice; OR (based on grade level) • HS Juice: 8 oz./serving for 100% juice </p> |
| | <p>4 Competitive food ban, vending ban, schools store ban, a la carte ban, class party ban, evening/community event ban and/or fundraising ban, as appropriate</p> <p>Example:</p> <ul style="list-style-type: none"> • <i>"Competitive foods and beverages may not be sold on school campuses during the school day."</i> |
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Section 3. Nutrition Standards for Competitive and Other Foods and Beverages (*continued*)

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| <p>NG29* (NG50*)</p> <p><u>Addresses limiting caffeine content of beverages (with the exception of trace amounts of naturally occurring caffeine substances)</u></p> <p>*See Coding Appendix for additional guidance</p> <p>Note: There is no level 2 code for this variable</p> | <p>0</p> <p>Either of the following:</p> <ul style="list-style-type: none"> • Not mentioned • Indicates that %age of beverage items must meet the nutrition guidelines and allows electrolyte replacement drinks/isotonic/sports drinks |
| | <p>1</p> <p>Any of the following:</p> <ul style="list-style-type: none"> • Limit is not quantified • Limit is suggested, time- or location-specific, subject to principal's discretion, or weakened by other exceptions • Restrictions apply to a %age of beverages <p>Examples:</p> <ul style="list-style-type: none"> • "Flavored water shall be caffeine-free." • "50% of all beverages offered shall be milk, water, and 100% juice." • "100% of all beverages should be limited to milk, water, and 100% juice." |
| | <p>3</p> <p>Meets IOM Standard:</p> <ul style="list-style-type: none"> • Beverages with added caffeine are prohibited • All allowable beverages are caffeine-free <p>Examples:</p> <ul style="list-style-type: none"> • "All beverages shall be caffeine-free, with the exception of trace amounts of naturally occurring caffeine substances." • "Allows only low-calorie beverages including flavored, non-caffeinated water." • "100% of all beverages offered shall be milk, water, and 50%-100% juice." |
| | <p>4</p> <p>Competitive food ban, vending ban, schools store ban, a la carte ban, class party ban, evening/community event ban and/or fundraising ban, as appropriate</p> <p>Example:</p> <ul style="list-style-type: none"> • "Competitive foods and beverages may not be sold on school campuses during the school day." |
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Section 4. Physical Education (Note: See Appendix for additional PE-related guidance)

Many states list National Association for Sport & Physical Education (NASPE) standards or the American Alliance for Health, Physical Education, Recreation and Dance standards (of which NASPE standards are a part). Only code a "2" for items with NASPE defaults if district actually requires schools to follow NASPE standards, and it is clear from the context of the statement that NASPE standards apply to those items. If NASPE standards are suggested, code as a "1."

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| PE1* (PE52a*) | PE mentioned *See Appendix for clarification on this item | 0 No mention of PE anywhere in the policy |
| | | 1 Any mention of PE |
| PE2 (PE52) | Addresses physical education <u>curriculum/program</u> for <u>each grade level</u> | <p>0 Either of the following:</p> <ul style="list-style-type: none"> Not mentioned PE is included in the HE curriculum <p>Example: • <i>"Division HE curriculum standards and guidelines address both nutrition and PE."</i></p> <p>1 Any of the following:</p> <ul style="list-style-type: none"> Unclear if each grade has a physical education curriculum/program A curriculum is identified but limited to only some grade levels Addresses minimum amount of time for physical education but does not mention <u>curriculum/program</u> <p>Example: • <i>"Physical education will be provided in K-8." (in a district that extends beyond 8th grade)</i></p> |
| | | <p>2 Either of the following:</p> <ul style="list-style-type: none"> Clear that district has a PE curriculum/program for each grade (e.g., policy describes a general PE curriculum/program for "K-12," "all levels," or "all students") Clear that PE program is provided for "K-12," "all levels," or "all grades" and mention time requirements (without using the word "curriculum") <p>Example: • <i>"The PE Committee will submit for approval a K-12 comprehensive curriculum/program. All students in grades 1-5 will be scheduled for PE instruction in accordance with state law. All students in grades 6-8 and 9-11 shall participate in the instructional program of PE. PE in 12th grade is an elective."</i></p> |
| PE3 (PE53) | Addresses <u>time</u> per week of physical education for <u>elementary school</u> students | <p>0 </p> <ul style="list-style-type: none"> Not mentioned Suggests that schools follow "national PE standards or nationally recognized guidelines for PE and PA" without mentioning NASPE standards <p>1 Any of the following:</p> <ul style="list-style-type: none"> Suggests but does not require 150 minutes/week Specifies total amount of physical education, but it is less than 150 minutes/week <u>Suggests</u> that schools follow NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE) Specifies number of times per week without duration Time is specified for overall physical activity that specifically includes physical education Requires schools to follow "national PE standards or nationally recognized guidelines for PE and PA" without mentioning NASPE standards <p>Example: • <i>"All students in ES will receive 150 minutes of physical activity/week. This will be accomplished with regular PE classes and recess." (also code PA3=2)</i></p> <p>2 Either of the following:</p> <ul style="list-style-type: none"> Requires 150 minutes/week or more of physical education <u>Requires</u> schools to follow NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE) |
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Section 4. Physical Education (continued)

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| PE3a | Specifies <u>minutes</u> of physical education for <u>elementary</u> school students | _____ minutes (circle day or week w/ red pencil) Note: ONLY COMPLETE If minutes/week is specified in PE3=1 or PE3=2 (PE53); otherwise leave it blank. |
| PE3b | Specifies <u>days</u> per week of physical education for <u>elementary</u> school students | _____ days per week Note: ONLY COMPLETE If days/week is specified in PE3=1 or PE3=2 (PE53); otherwise leave it blank. |
| PE4 (PE54) | Addresses <u>time</u> per week of physical education for <u>middle school</u> students | <p>Either of the following:</p> <p>0 • Not mentioned • Suggests that schools follow "national PE standards or nationally recognized guidelines for PE and PA" without mentioning NASPE standards</p> <p>1 • Any of the following: • Suggests but does not require 225 minutes/week • Specifies total amount of physical education, but it is less than 225 minutes/week • <u>Suggests</u> that schools follow NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE) • Specifies number of times per week without duration • Time is specified for overall physical activity that specifically includes physical education • Requires schools to follow "national PE standards or nationally recognized guidelines for PE and PA" without mentioning NASPE standards</p> <p>2 • Either of the following: • Requires 225 minutes/week or more of physical education • <u>Requires</u> schools to follow NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE)</p> |
| PE4a | Specifies <u>minutes</u> of physical education for <u>middle school</u> students | _____ minutes (circle day or week w/ red pencil) Note: ONLY COMPLETE If minutes/week is specified in PE4=1 or PE4=2 (PE54); otherwise leave it blank. |
| PE4b | Specifies <u>days</u> per week of physical education for <u>middle school</u> students | _____ days per week Note: ONLY COMPLETE If days/week is specified in PE4=1 or PE4=2 (PE54); otherwise leave it blank. |
| PE5 (PE55) | Addresses <u>time</u> per week of physical education for <u>high school</u> students | <p>Either of the following:</p> <p>0 • Not mentioned • Suggests that schools follow "national PE standards or nationally recognized guidelines for PE and PA" without mentioning NASPE standards</p> <p>1 • Any of the following: • Suggests but does not require 225 minutes/week • Specifies total amount of physical education, but it is less than 225 minutes/week • <u>Suggests</u> that schools follow NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE) • Specifies number of times per week without duration • Time is specified for overall physical activity that specifically includes physical education • Requires schools to follow "national PE standards or nationally recognized guidelines for PE and PA" without mentioning NASPE standards</p> <p>2 • Either of the following: • Requires 225 minutes/week or more of physical education • <u>Requires</u> schools to follow NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE)</p> |

Section 4. Physical Education (continued)

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| PE5a | Specifies <u>minutes</u> of physical education for <u>high school students</u> | _____ minutes (circle day or week w/ red pencil) Note: ONLY COMPLETE If minutes/week is specified in PE5=1 or PE5=2 (PE55); otherwise leave it blank. |
| PE5b | Specifies <u>days</u> per week of physical education for high school students | _____ days per week Note: ONLY COMPLETE If days/week is specified in PE5=1 or PE5=2 (PE55); otherwise leave it blank. |
| PE6 (PE56) | Physical education promotes a <u>physically active lifestyle</u> | <p>Either of the following:</p> <ul style="list-style-type: none"> • Not mentioned • Suggests that schools follow “national PE standards or nationally recognized guidelines for PE and PA” without mentioning NASPE standards <p>Any of the following:</p> <ul style="list-style-type: none"> • Suggests that physical education classes promote a physically active lifestyle • Suggests that physical education programs focus on self-assessment • Suggests that schools follow NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE) • Requires schools to follow “national PE standards or nationally recognized guidelines for PE and PA” without mentioning NASPE standards <p>Examples:</p> <ul style="list-style-type: none"> • <i>“Physical education programs should promote an active lifestyle.”</i> • <i>“...schools will take a wellness approach to PE.”</i> • <i>“Health education will complement PE by reinforcing knowledge, skills, etc...needed to maintain a physically active lifestyle.”</i> <p>Any of the following:</p> <ul style="list-style-type: none"> • Requires physical education to teach lifetime activities • <u>Requires</u> schools to follow NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE) • Focuses on self-assessment through a “Fitnessgram” or “Activitygram” <ul style="list-style-type: none"> • <i>“Physical education shall focus on personal fitness.”</i> • <i>“...shall provide all students physical education that teaches them the skills needed for lifelong physical fitness.”</i> • <i>“Schools will provide PE and NE for all students to foster lifelong habits of healthy eating and physical activity.”</i> |
| PE7 (PE57) | Specifies <u>competency assessment</u> (i.e., knowledge, skills, or practice) | <p>Note: This item refers to an assessment that is part of the regular physical education curriculum that determines whether students are learning the skills and other content appropriate for their grade (e.g., sports rules). President's Challenge Fitness Test does not qualify for a “1” or “2.”</p> <p>Either of the following:</p> <ul style="list-style-type: none"> • Not mentioned • Suggests that schools follow “national PE standards or nationally recognized guidelines for PE and PA” without mentioning NASPE standards <p>Any of the following:</p> <ul style="list-style-type: none"> • A competency assessment or assessment of knowledge, skills, or practice is suggested and/or vague • Mentions NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE) • Requires schools to follow “national PE standards or nationally recognized guidelines for PE and PA” without mentioning NASPE standards <p>Examples:</p> <ul style="list-style-type: none"> • <i>“...will promote rubrics that objectively evaluate and encourage active participation in physical education in all classes K-12.”</i> • <i>“Students should be able to demonstrate [physical education] competency through application of knowledge, skill development, and practice.”</i> <p>Requires a competency assessment or assessment of knowledge, skill, or practice as part of the physical education curriculum. NASPE standards do not qualify for a “2”</p> <p>Example:</p> <ul style="list-style-type: none"> • <i>“Students shall be able to demonstrate [physical education] competency through application of knowledge, skill development, and practice.”</i> |

Section 4. Physical Education (continued)

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| PE8 (PE60) | Addresses <u>physical education classes, courses, or credits</u> as an important part of the curriculum (i.e., on same par as other academic subjects) | 0 | Not mentioned |
| | | 1 | Suggested that physical education classes, courses, or credits count toward graduation and/or GPA |
| | | 2 | Required that physical education classes or credits count toward graduation and/or GPA |
| PE8a | Specifies number of physical education classes, courses, or credits specified | PE classes, courses or credits toward graduation or GPA (Fill in # or unit) Note: ONLY COMPLETE If PE49=2 (PE60); otherwise leave it blank. | |
| PE9 (PE61) | Addresses <u>frequency of required physical education</u> (daily) | 0 | Either of the following: <ul style="list-style-type: none"> Not mentioned Frequency required/suggested but LESS than daily Example: • <i>"The equivalent of 1 class period/day of PE for one semester is required for K-8 students."</i> |
| | | 1 | Suggested that students will receive daily physical education Example: • <i>"Physical education should be provided every day."</i> |
| | | 2 | Required that all students receive daily physical education Example: • <i>"Physical education will be provided on a daily basis."</i> |
| PE9a | Addresses daily PE waiver *state level coding only | 0 | Not mentioned |
| | | 1 | School districts may apply for a waiver from the state-level daily PE requirement Example: Refer to 105ILCS 5/27-6 and 105ILCS 5/2-3.25 for examples of daily PE waiver |
| PE10 (PE62) | Addresses <u>teacher-student ratio</u> for physical education | 0 | Not mentioned or clearly states that PE classes are not subject to the same maximum class size or student-to-teacher ratios as other courses |
| | | 1 | Vague and/or suggested Examples: <ul style="list-style-type: none"> <i>"For PE classes, the district shall staff those classes to provide for student safety and maximize student participation."</i> <i>"PE classes will have student/teacher ratios similar to those used in other classes."</i> <i>"PE class size is consistent with the requirement of good instruction and standing."</i> |
| | | 2 | Specific and required Example: • <i>"PE classes will have student/teacher ratios of 1:25."</i> |

Section 4. Physical Education (*continued*)

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| PE11 (PE63) | <p>Addresses <u>safe and adequate equipment and facilities</u> for physical education</p> | 0 | <p>Any of the following:</p> <ul style="list-style-type: none"> Not mentioned Generic statements about safe environment/facilities that do not mention PE or indicative of equipment used for PE Suggests that schools follow "national PE standards or nationally recognized guidelines for PE and PA" without mentioning NASPE standards <p>Example:</p> <ul style="list-style-type: none"> <i>"Creating a positive environment for PA – All schools in the district will provide a physical and social environment that encourages safe and enjoyable activity for all students..."</i> |
| | | 1 | <p>Any of the following:</p> <ul style="list-style-type: none"> Suggested or encouraged Mentions NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE) Requires schools to follow "national PE standards or nationally recognized guidelines for PE and PA" without mentioning NASPE standards. Indicates that play areas, facilities and equipment used for PA shall meet accepted standards <p>Examples:</p> <ul style="list-style-type: none"> <i>"Physical activity facilities (and/or equipment) on school grounds shall be safe."</i> <i>"Pursuant to district XYZ, PE is required to be offered to all pupils, therefore, schools are required to provide adequate facilities and instructional resources for the institution."</i> |
| | | 2 | <p>Ensures that equipment and facilities specifically used for PE are safe and adequate. NASPE standards do not qualify for a "2"</p> <p>Example:</p> <ul style="list-style-type: none"> <i>"The physical education program shall be provided adequate space and equipment and conform to all applicable safety standards."</i> |
| PE12 (PE64) | <p>Addresses amount of time devoted to <u>moderate to vigorous activity</u> in physical education</p> | 0 | <p>Not mentioned. Recess and other physical activities do not qualify; must be PE specific</p> |
| | | 1 | <p>Any of the following:</p> <ul style="list-style-type: none"> Suggested Duration is not specified Duration is less than 50% of class time <p>Examples:</p> <ul style="list-style-type: none"> <i>"The physical education program shall devote <u>as much class time as possible</u> to moderate and vigorous activity."</i> <i>"All students shall have opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education, recess, school athletic programs ,and extracurricular programs."</i> |
| | | 2 | <p>At least 50% of class time is designated for moderate to vigorous activity</p> <p>Example:</p> <ul style="list-style-type: none"> <i>"All physical education classes to include at least 50% of moderate to vigorous activity in all or most lessons."</i> |
| PE12a | Specifies percent or amount of time allotted for moderate to vigorous activity | | <p>% or amount of time for moderate to vigorous activity (fill in % or amount of time) Note: ONLY COMPLETE If PE53=1 or 2 (PE64) and amount of MVA time is specified; otherwise leave it blank.</p> |

Section 4. Physical Education (continued)

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| PE13 (PE65) | | <p>0</p> <p>Either of the following:</p> <ul style="list-style-type: none"> Not mentioned or not suggestive of credentials/qualifications Suggests that schools follow "national PE standards or nationally recognized guidelines for PE and PA" without mentioning NASPE standards <p>Example: • <i>"PE instructors and PE teacher assistants, under the direction of the PE instructor, will teach PE classes."</i></p> |
| | | <p>1</p> <p>Any of the following:</p> <ul style="list-style-type: none"> Credentials are vaguely referred to or suggested Suggests NASPE Standards or the standards of the American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE) Requires schools to follow "national PE standards or nationally recognized guidelines for PE and PA" without mentioning NASPE standards <p>Examples: • <i>"Physical education shall be taught by appropriate staff."</i> • <i>"When possible, physical education will be taught by a licensed instructor."</i> • <i>"Certified teachers will teach all PE and health classes."</i> • <i>"...PE shall be taught by highly qualified staff..."</i> • <i>"...PE will be taught by competent staff..."</i></p> |
| | | <p>2</p> <p>Either of the following:</p> <ul style="list-style-type: none"> Requires that physical education be taught by a licensed instructor <u>Requires</u> schools to follow NASPE standards OR the standards of American Alliance for Health, Physical Education, Recreation and Dance (this Alliance embeds NASPE) <p>Examples: • <i>"Physical education will be taught by a licensed instructor."</i> • <i>"Health and PE classes will be taught by certified health and PE instructors at the secondary levels, 7-12."</i> (code this for MS/HS)</p> |
| | | <p>PE14 (PE66)</p> <p>District provides <u>physical education training</u> for physical education <u>teachers</u></p> |
| | | <p>0</p> <p>Either of the following:</p> <ul style="list-style-type: none"> Not mentioned Staff only receive training/professional development related to PA without mention of PE |
| | | <p>1</p> <p>Suggested that all staff or PE staff receive PE-related training/professional development</p> <p>Example: • <i>"All staff involved in PE <u>should</u> be provided with opportunities for professional development."</i></p> |
| | | <p>2</p> <p>Provision of PE training is required for PE teachers. If <u>PE-specific training</u> is provided for a broader set of staff or teachers, it is assumed that PE teachers are included and will also receive PE training</p> <p>Examples: • <i>"Ensures PE staff will receive professional development on a yearly basis."</i> • <i>"...shall provide staff with adequate training in PE."</i></p> |

Section 4. Physical Education (continued)

| | | | |
|------------------|---|--|---|
| PE15 (PE67) | <p>Addresses <u>physical education waiver requirements</u> (e.g., substituting physical education requirement with other activities)</p> | 0 | <p>Either of the following:</p> <ul style="list-style-type: none"> Not mentioned Waivers for physical education are explicitly allowed in all instances <i>"Unless otherwise exempted, all students will be required to engage in the physical education program."</i> (An exemption could include physical education waivers) <p>Example: • <i>"Unless otherwise exempted, all students will be required to engage in the physical education program."</i> (An exemption could include physical education waivers)</p> |
| | | 1 | <p>Either of the following:</p> <ul style="list-style-type: none"> Waivers for physical education are discouraged Waivers for physical education are prohibited with the exception of substituting physical activities (e.g., team sports) for physical education <p>Example: • <i>"Academic activities shall not take the place of physical education. However, students on the school's sports teams may substitute participation for physical education credits."</i></p> |
| | | 2 | <p>Prohibits substituting physical education with other activities, including physical activities. If waivers are prohibited with the exception of Individual(ized) Academic Plans (IAP) or Individual(ized) Education Plans (IEP), code as a "2." If the policy coding is grade level-specific, code as a "2" for the elementary level if the policy prohibits recess from taking the place of physical education.</p> |
| PE16* (PE68*) | <p>Requires students to participate in an <u>annual health assessment</u> (e.g., fitness, fitnessgram, or Body Mass Index [BMI], body composition, height/weight measurement)</p> <p>*See Appendix for additional clarification on Fitnessgram/BMI/body composition/height and weight</p> | <p>Note: This item refers to a district-wide, systematic assessment after which parents are typically notified about their child's results.</p> | |
| | | 0 | <p>Either of the following</p> <ul style="list-style-type: none"> Not mentioned Only mentions self-assessment for physical fitness |
| | | 1 | <p>Any of the following:</p> <ul style="list-style-type: none"> Vague, suggested, and/or unclear how often Assessment is specific and required, but a positive approach to communicating results is not mentioned Fitnessgram-type of language without including reporting language (see Appendix for sample language) Annual health assessment is required, but only for certain grade levels <p>Examples:</p> <ul style="list-style-type: none"> <i>...shall introduce developmentally appropriate components of Connecticut Physical Fitness Assessment."</i> <i>Schools will sponsor jointly w/ the local health department the screening of students for vision, hearing, and height/weight/body mass index for age."</i> <i>During the months of Feb., March, or May, students in grades 5, 7, and 9 shall undergo the physical performance testing by the state BOE. Students shall be provided with their individual results after completing the physical performance testing."</i> |
| | | 2 | <p>Type of assessment is specified and required, assessment is annual, and a positive approach to communicating results is mentioned</p> <p>Examples:</p> <ul style="list-style-type: none"> <i>Confidential health reports will be sent directly to parents and will include additional resources."</i> <i>Physical education teachers will assist students in interpreting their personal attainments and compare them to national physical activity recommendations."</i> |

Section 5. Physical Activity

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| PA1 (PA69) | <p><u>Federal Wellness:</u> Includes goals for physical activity that are designed to promote student wellness in a manner that the local education agency determines is appropriate</p> <p>Note: state coding – PA must be specific to Wellness Policy</p> | 0 | Either of the following: <ul style="list-style-type: none"> Physical activity is not mentioned Policy clearly detracts from requirement |
| | | 1 | Either of the following: <ul style="list-style-type: none"> Physical activity goal is implied Policy <u>only</u> repeats the language of the federal wellness requirement regarding physical activity <ul style="list-style-type: none"> <i>"The district is committed to physical activity."</i> <i>"Includes goals for physical activity designed to promote student wellness in a manner that the local educational agency determines is appropriate."</i> (and no physical activity goals are stated) |
| | | 2 | Any physical activity goal is mentioned Example: • <i>"Schools should provide regular physical activity."</i> |
| PA2 (PA70) | <p>Physical activity provided for <u>every grade level</u></p> | 0 | Not mentioned |
| | | 1 | Either of the following: <ul style="list-style-type: none"> Suggested Mentions provision of physical activity to "students," but it is unclear that each grade will receive physical activity outside of physical education <ul style="list-style-type: none"> <i>...provide adequate time for students to be engaged in physical activity, which includes physical education, recess, and co-curricular activities.</i> |
| | | 2 | Clear that each grade will receive physical activity outside of physical education <ul style="list-style-type: none"> <i>Physical activity will be integrated across the curricula for all grades (K-12) and throughout the school day.</i> <i>All students will have opportunities, encouragement and support to engage in physical activity on a regular basis.</i> <i>All students shall have opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education, recess, school athletic programs, and extracurricular programs.</i> |
| PA3 | <p>Amount of time for PA</p> | 0 | Amount of time for PA is not mentioned |
| | | 1 | Amount of time for PA throughout the SD is suggested/encouraged Example: • <i>Students should be given a minimum of 30 minutes/day for PA through PE classes, daily recess periods in ES, and the integration of PA into the academic curriculum.</i> |
| | | 2 | Requires specific amount of time for PA Example: • <i>Students in K-5 will receive a minimum of 30 minutes daily PA including recess and/or physical education.</i> |
| PA3a | Specifies number of minutes of physical activity | | <p>_____ minutes (circle day or week w/ red pencil)</p> <p>Note: ONLY COMPLETE If amount of time is specified in PA3=1 or PA3=2 (PA111); otherwise leave it blank.</p> |
| PA3b | PA definition includes PE | | <p>The definition of PA produced in PA3 includes PE? yes/no (circle yes/no w/ red pencil)</p> <p>Example: • <i>PA will be included in a school's daily education program. PA will include regular instructional PE as well as co-curricular activities and recess.</i></p> |
| PA3c | PA definition includes recess (ES only) | | <p>The definition of PA produced in PA3 includes recess? yes/no (circle yes/no w/ red pencil)</p> <p>Example: • <i>PA will be included in a school's daily education program. PA will include regular instructional PE as well as co-curricular activities and recess.</i></p> |

Section 5. Physical Activity

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| PA4* (PA72*) | <p>Regular physical activity opportunities are provided throughout the day (NOT including recess)</p> <p>*See Appendix for additional clarification.</p> | 0 | Any of the following: <ul style="list-style-type: none"> Not mentioned Only addresses physical activity <u>before</u> or <u>after</u> school Only addresses physical activity breaks relative to testing periods <p>Examples:</p> <ul style="list-style-type: none"> <i>"Students will be given opportunities for PA on a regular/daily basis. Opportunities for PA shall be provided through before and after school programs and extracurricular/interscholastic activities and programs."</i> <i>"When mandatory school-wide testing makes it necessary for students to be inactive for extended periods of time, schools will give students periodic breaks to stand and be moderately active."</i> |
| | | 1 | Either of the following: <ul style="list-style-type: none"> Vague and/or suggested Addresses PA for all students in the classroom setting w/o addressing frequency <p>Examples:</p> <ul style="list-style-type: none"> <i>"All students will have opportunities, encouragement and support to engage in physical activity on a regular basis."</i> <i>"Classrooms shall incorporate, where possible, appropriate, short breaks that include physical movement."</i> <i>"The district will encourage teachers to integrate PA into the curriculum where appropriate."</i> <i>"PA will be integrated into the classroom setting."</i> (into the classroom setting is vague and does not specify throughout the SD) <i>"Students do not have periods of two or more hours of inactivity."</i> |
| | | 2 | Either of the following: <ul style="list-style-type: none"> Regular physical activity throughout the day is required Policy requires training for teachers on activities that incorporate physical activity throughout the day <p>Examples:</p> <ul style="list-style-type: none"> <i>"Physical activity opportunities shall be offered daily during the school day."</i> <i>"Shall provide Take 10! training to all teachers."</i> <i>"All students will have opportunities, encouragement and support to engage in physical activity throughout the school day on a daily basis."</i> <i>"For students to receive the nationally recommended 60 minutes of daily PA and for students to fully embrace PA as a personal behavior, students need opportunities for PA beyond PE classes. Toward that end: opportunities for PA will be incorporated into other subject areas."</i> <i>"Students shall be provided physical activity breaks throughout the school day."</i> |
| PA5 (PA74) | <p>Addresses <u>community use of school facilities</u> for physical activity outside of the school day</p> | 0 | Not mentioned |
| | | 1 | <p>Availability of school facilities for physical activity is suggested</p> <p>Examples:</p> <ul style="list-style-type: none"> <i>"The district should allow community-based organizations to use facilities outside school hours."</i> <i>"The district shall encourage community access to and student use of the school's PA facilities outside the school day."</i> |
| | | 2 | Either of the following: <ul style="list-style-type: none"> States effort to <u>promote</u> the use of facilities Ensures that facilities will be available <p>Examples:</p> <ul style="list-style-type: none"> <i>"The district is shall promote the use of school facilities outside of school hours for physical activity programs offered by community-based organizations."</i> <i>"Schools shall provide an environment that includes school facilities that support PA/PE...schools shall also provide an environment that enforces...shared/joint use agreements."</i> |

Section 5. Physical Activity (*continued*)

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| PA6 (PA75) | Addresses <u>safe active routes</u> to school | 0 | Not mentioned |
| | | 1 | Vague and/or suggested Example: • "The school district may consider programs such as promoting safe and walkable routes to school." |
| | | 2 | Ensures effort to promote safe active routes to school (e.g., by seeking funding, working with local transit, organizing walking school bus, or ensuring safe walking paths) Example: • "Each school is responsible for working with community groups to facilitate and promote walking and biking to school by students and staff using safe routes and safe practices." |
| PA7 (PA76) | Addresses not using physical activity (extra or restricted) as <u>punishment</u> | 0 | Not mentioned |
| | | 1 | Discouraged Example: • "Students <u>should not</u> be pulled out of physical education for any other content area instruction or punishment." |
| | | 2 | Prohibited. Prohibition with exceptions for Individual(ized) Academic Plans (IAP) or Individual(ized) Education Plans (IEP) qualifies for a "2" Example: • "Staff members shall not deny participation in recess or other physical activity opportunities as a form of discipline or punishment unless the safety of students is in question." |
| PA8 (PA77) | Addresses <u>daily recess</u> in elementary school | 0 | Either of the following: <ul style="list-style-type: none">• Not mentioned• Less than daily recess specified |
| | | 1 | Either of the following: <ul style="list-style-type: none">• Daily recess frequency suggested• Recess is included in a list of possible activities where a frequency is specified (i.e., "daily") Examples: • "...students will be given opportunities...to be physically active through developmentally appropriate <u>daily</u> activities such as recess, PE, etc...." • "Supervised recess time should be provided to all students <u>within each school day</u> at all elementary schools." |
| | | 2 | Specific and required <u>daily</u> recess Examples: • "All elementary school students shall have <u>daily</u> recess..." • "Elementary students in grades 1 through 6 will be provided a time for supervised, outdoor recess <u>daily</u> , weather permitting." • "Students will be given opportunities to be physically active during the SD through <u>daily</u> recess, PE classes, and integration of PA into the classroom." |
| PA9 | Addresses <u>recess frequency or amount (less than daily)</u> in elementary school | 0 | Either of the following: <ul style="list-style-type: none">• Not mentioned• Daily recess specified |
| | | 1 | Either of the following: <ul style="list-style-type: none">• Frequency of recess is vague and/or suggested• Recess is included in a list of possible activities where a frequency is specified but less than daily Examples: • "...students will be given opportunities...to be physically active through developmentally appropriate activities such as recess, PE, etc...." • "Supervised recess time should be provided to all students at all elementary schools." |
| | | 2 | Specific and required recess but less than daily Examples: • "All elementary school students shall have recess..." • "Elementary students in grades 1 through 6 will be provided a time for supervised, outdoor recess, weather permitting" • "Students will be given opportunities to be physically active during the SD through recess, PE classes, and integration of PA into the classroom." |
| PA8a | Specifies number of minutes for recess | | _____ minutes (circle day or week w/ red pencil) Note: If PA8 (PA77) or PA9=2, fill in # of minutes specified for recess. If # minutes is not addressed, leave blank. |

Section 6. Staff PA/Wellness/Modeling

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| ST1 (PA71) | Includes physical activity opportunities for school staff | 0 | Either of the following: <ul style="list-style-type: none"> Not mentioned Training for teachers in PA to promote enjoyable lifelong PA for themselves and students Example: <ul style="list-style-type: none"> <i>...will incorporate PA into 1 of 3 professional days for school staff.</i> |
| | | 1 | Provision is suggested <ul style="list-style-type: none"> <i>...should promote periodic and ongoing programs to increase the activity choices for faculty and staff.</i> Examples: <ul style="list-style-type: none"> <i>School district will encourage school staff to participate in PA...</i> <i>The district desires to provide a comprehensive program promoting healthy eating and PA for district students and staff.</i> |
| | | 2 | Provision is required |
| Note: The focus of this variable is on staff wellness generally so the policy does not have to address both nutrition education and PA to get credit; either one will suffice for credit. | | | |
| ST2 (CP80) | Includes staff wellness programs specifically addressing the health of staff | 0 | Not mentioned. If policy encourages staff health but does not offer any programs or education, code as a "0" Example: <ul style="list-style-type: none"> <i>School staff will be encouraged to improve their own health and wellness in relation to nutrition and physical activity.</i> |
| | | 1 | Program suggested or suggestion of staff wellness council/committee <ul style="list-style-type: none"> <i>...will promote periodic and ongoing programs to increase nutritional knowledge and activity for faculty and staff.</i> <i>...the school district highly values the health and well being of staff members with plans and policies that support personal efforts by staff to maintain a healthy lifestyle.</i> Examples: <ul style="list-style-type: none"> <i>Employee wellness education and involvement will be promoted at suitable school activities.</i> <i>The district desires to provide a comprehensive program promoting healthy eating and PA for district students and staff.</i> |
| | | 2 | Program required <ul style="list-style-type: none"> <i>Presentations on nutrition will be provided to staff.</i> <i>Activity programs will be available for staff, and gym memberships will be subsidized.</i> <i>Health and wellness classes will be offered to staff.</i> Examples: <ul style="list-style-type: none"> <i>Each school in the district should encourage staff to model...</i> <i>It will be necessary for not only staff, but also the parents and the public to be involved in a community-wide effort to promote, support, and <u>model</u> such healthy eating behaviors.</i> |
| ST3 (CP82) | Encourages staff to role model healthy behaviors | 0 | Not mentioned |
| | | 1 | Suggested that staff be encouraged to model healthy behavior Examples: <ul style="list-style-type: none"> <i>Each school in the district should encourage staff to model...</i> <i>It will be necessary for not only staff, but also the parents and the public to be involved in a community-wide effort to promote, support, and <u>model</u> such healthy eating behaviors.</i> |
| | | 2 | Required that staff shall be encouraged to model healthy behavior Example: <ul style="list-style-type: none"> <i>Staff will be encouraged to model healthy eating and physical activity as a valuable part of daily life.</i> |

Section 7. Stakeholder Involvement/Feedback

CP1*
(CP79*)

Federal Wellness: Involve parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy

Note: This should have happened in the past because it deals exclusively with policy DEVELOPMENT; however since language may not have been updated, code future orientation (i.e., "shall form a committee") the same as present orientation.

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| 0 | Neither policy nor supporting documentation specifies who was on policy development team or only specifies who shall be involved in revising the policy, monitoring implementation, or developing additional policies. Participating in the wellness planning process mentioned in the policy does not count for this item. | | |
| 1 | Policy (or supporting documentation) specifies who was on policy development team, but not all required groups were represented. Even if only one of the stakeholder categories is missing, code as a "1" | | |
| 2 | <p>Any of the following:</p> <ul style="list-style-type: none"> • Policy (or supporting documentation) specifies who was on policy development team, and <u>ALL</u> required groups were represented • Names of individuals are listed on the cover of the WP and it clearly states that these individuals were involved with development of the WP and <u>ALL</u> required groups are represented • The WP states that the Board adopted the policy and indicates that all required participants are involved in developing the district wellness plan (implementation regulations) <p>Examples:</p> <ul style="list-style-type: none"> • <i>"The school district will engage students, parents, administrators, food service professionals, school board, and other interested community members in developing, implementing, monitoring, reviewing, and revising district nutrition and PA policies."</i> • <i>"A district-wide wellness advisory committee has been established for the purpose of assessing the nutrition and PA environment throughout the district and is in compliance w/ current laws and regs." (and all required groups are listed)</i> <table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Parents • Students • School food authority </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • School Board • School administrators • Public </td> </tr> </table> | <ul style="list-style-type: none"> • Parents • Students • School food authority | <ul style="list-style-type: none"> • School Board • School administrators • Public |
| <ul style="list-style-type: none"> • Parents • Students • School food authority | <ul style="list-style-type: none"> • School Board • School administrators • Public | | |

CP2
(CP85)

Addresses methods to solicit or encourage input from stakeholder groups (e.g., two-way sharing)

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| 0 | Not mentioned |
| 1 | Specific methods suggested |
| 2 | <p>Example:</p> <ul style="list-style-type: none"> • <i>"The Superintendent or designee shall recommend for Board approval specific quality indicators...to measure implementation. These measures shall include feedback from food service personnel, school administrators, the school health council, parents/guardians, students and other appropriate persons."</i> <p>Examples:</p> <ul style="list-style-type: none"> • Required to solicit input from stakeholders, and specific methods are named <ul style="list-style-type: none"> • <i>"Students <u>will</u> be given the opportunity to provide input on local, cultural, and favorite ethnic foods."</i> • <i>"The school <u>will</u> consider student needs in planning for a healthy school nutrition environment. Students <u>will</u> be asked for input and feedback through the use of student surveys and attention <u>will</u> be given to their comments."</i> • <i>"Shall provide periodic food promotions to encourage taste testing of healthy new foods being introduced on the menu."</i> • <i>"The food service director <u>will</u> be available to speak with parents during open house."</i> • <i>"The school food service program <u>shall</u> involve students, parents,...in the selection of competitive food items to be sold in the schools."</i> • <i>"Food services <u>will</u> provide families opportunities for input and monitoring of their children's food purchases at the K-8 level."</i> • <i>"Student satisfaction surveys <u>will</u> be completed to assess satisfaction with meal service in the cafeteria."</i> |

Section 7. Stakeholder Involvement/Feedback

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| CP3 (CP86) | | 0 | Not mentioned |
| | Specifies <u>how</u> district will engage parents or community to meet district wellness goals (e.g., through website, email, parent conferences, or events) | 1 | <p>Any of the following:</p> <ul style="list-style-type: none"> • Methods are vague • Specific methods are mentioned but not required • Specific methods are mentioned but it is unclear if school will engage parents or community <p>Examples:</p> <ul style="list-style-type: none"> • <i>"Nutrition information should be provided to parents and staff through newsletters, publications, health fairs, and other activities..."</i> • <i>"Nutrition education may be provided in the form of handouts, the school website, articles and information provided in district or school newsletters, presentations that focus on nutrition and healthy lifestyles, a communication sent home, and through any other appropriate means available to reach parents."</i> (See NOTE in "2" coding below) |
| | | 2 | <p>Clear that the district or schools will engage parents or community, and specific methods are listed. Even if it is unclear that each method listed will be used, as long as engaging parents or community is required, code as a "2"</p> <p>Example:</p> <ul style="list-style-type: none"> • <i>"Nutrition education <u>will</u> be provided to parents. Nutrition education may be provided in the form of handouts, the school website, articles and information provided in district or school newsletters, presentations that focus on nutrition and healthy lifestyles, a communication sent home, and through any other appropriate means available to reach parents."</i> (NOTE: It is the combination of the two sentences that warrant the "2" coding. The second sentence by itself would only warrant a "1" coding) |
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Section 8. Messaging, Marketing, & Promotion

MP1
(CP84)

Specifies district using Centers for Disease Control and Prevention's (CDC) Coordinated School Health Program (CSHP) model or other coordinated/comprehensive method

The CSHP model consists of 8 interactive components: (1) health education, (2) family/community involvement, (3) health promotion for staff, (4) healthy school environment, (5) counseling, psychological and social services, (6) physical education, (7) health services, and (8) nutrition services

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| 0 | Not mentioned OR components of CSHP are included in the policy but there is no mention of the CSHP by name in any way. Must say "coordinated school health" to at least get a "1" |
| 1 | Mentions that district is considering use or working toward use of a coordinated school health model Example: • <i>"We will strive toward integrating nutrition into a coordinated school health approach."</i> |
| 2 | Includes language to institutionalize a coordinated school health model Examples: • <i>"Schools will link nutrition education activities with the coordinated school health program."</i> • <i>"The coordinated school health council will develop, monitor, and implement administrative guidelines and improvement plans in the following eight areas [lists 8 CSHP areas]..."</i> |

MP2
(CP88)

Specifies marketing (including social marketing/PSAs) to promote healthy choices/strategies to encourage healthy choices

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|---|---|
| 0 | Any of the following: <ul style="list-style-type: none">Not mentionedIndication that food and beverages sold by the food service program must be sold at "reasonable prices"Only addresses restricting marketing of unhealthy choices (code MP3 [CP89])The food service staff will coordinate the promotion of nutrition messages in the cafeteria, the classroom, and other appropriate settings |
| 1 | Vague and/or suggested <ul style="list-style-type: none"><i>"It is recommended that organizations operating concessions at school functions market healthy food choices at a lower profit margin to encourage student selection."</i><i>"Nutrition education materials, such as the Food Guide Pyramid, will be displayed where appropriate."</i><i>"Healthy food options should be comparably priced."</i><i>"Nutrition education will be conducted in the cafeteria through posters, campaigns, etc."</i> |
| 2 | Specific (posters, pricing structures, etc.) and required <ul style="list-style-type: none"><i>"Schools shall label/mark healthy food items available so students know which are healthy items."</i><i>"Snacks and beverages that meet the nutritional parameters for Balanced Choices are prominently identified with the signature Balanced Choices icon on menu signs and serving lines, in snack bars, and in vending machines. Balanced Choices snack and beverage signage is placed at eye-level as a strategy to encourage students to choose these items."</i><i>"The healthiest choices, such as salads and fruit, will be prominently displayed in the cafeterias to encourage students to make healthy choices."</i><i>"Healthy food options will be comparably priced."</i> |

MP3
(CP89)

Specifies restricting marketing/advertising of unhealthy choices

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|---|---|
| 0 | Not mentioned or policy only addresses marketing of healthy choices Example: • <i>"Advertising associated with product and vending shall be limited to signage on equipment, paper cups, and a banner at booster sale locations."</i> |
| 1 | Restrictions are suggested, time- or location-specific, subject to principal's discretion, or weakened by other exceptions Examples: • <i>"Display and advertising of FMNVs is strongly discouraged on school grounds."</i> • <i>"School-based marketing will follow district nutrition standards." (but the standards are not detailed)</i> • <i>"...requires food service providers to be sensitive to the nutrition environment when displaying logos/trademarks on school grounds by encouraging healthy eating."</i> |
| 2 | Required Examples: • <i>"Education materials shall be free of brands and illustrations of unhealthy foods."</i> • <i>"Soft drink logos are not allowed on school materials or school property."</i> • <i>"No vending machine front may display any product that does not contain fruit juice or water."</i> • <i>"School-based marketing will be limited to the promotion of healthy items."</i> • <i>"School-based marketing shall be consistent with the district's nutrition standards." (and the standards are clearly specified)</i> |

Section 9. Evaluation

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| E1 (E91) | 0 | Not mentioned |
| | 1 | <p>Any of the following:</p> <ul style="list-style-type: none"> • A plan is implied • Describes a plan but does not designate one or more persons charged with ensuring compliance • Describes a plan, but the person or group responsible for compliance is vague (e.g., "the school," "school officials," or "the district") • <u>Only</u> repeats the language of the federal wellness requirement regarding a plan for measuring implementation |
| | 2 | <p>Describes a plan and designates >=1 person(s) charged with ensuring compliance</p> <ul style="list-style-type: none"> • <i>"A district-wide Wellness Committee shall be established for the purpose of monitoring the implementation of the district's Wellness Policy and its nutrition and physical activity components through the Superintendent or his/her designee."</i> • <i>"The Superintendent or designee shall ensure compliance with established district wide nutrition and physical activity policies. In each school, the building administrator or designee shall ensure compliance with those policies in his or her school."</i> <p>Examples:</p> <ul style="list-style-type: none"> • <i>"The superintendent shall oversee the implementation of this policy and shall develop administrative procedures for periodically measuring the implementation of the wellness policy."</i> • <i>"The school district will form a wellness committee comprised of...to oversee development, implementation, monitoring, and reviewing of district-wide nutrition and PA policies."</i> • <i>"The superintendent or designee shall provide periodic implementation data and/or reports to the board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy."</i> |
| E2 (E92) | 0 | Not mentioned |
| | 1 | <p>Either of the following:</p> <ul style="list-style-type: none"> • Identifies having or developing a plan without strong language or without identifying a person or group responsible • Identifies a plan, but the person or group responsible is vague (e.g., "the school," "school officials," or "the district") <p>Example:</p> <ul style="list-style-type: none"> • <i>"The district will strive to implement the policy by..."</i> |
| | 2 | <p>Either of the following:</p> <ul style="list-style-type: none"> • Uses strong language, identifies having or developing a plan for implementation and identifies a person or group responsible • Policy mentions a plan for implementation of specific activities, such as, "the principal shall ensure that vending machines are in compliance with district standards" <p>Examples:</p> <ul style="list-style-type: none"> • <i>"The Superintendent or designee shall ensure compliance with established district wide nutrition and physical activity policies. In each school, the building administrator or designee shall ensure compliance..."</i> • <i>"The Superintendent shall oversee the implementation of this policy and shall develop administrative procedures for periodically measuring the implementation of the wellness policy."</i> • <i>"The school district will form a wellness committee...to oversee development, implementation, monitoring, and reviewing of district-wide nutrition/PA policies."</i> • <i>"The Superintendent or designee shall provide periodic implementation data and/or reports to the board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy."</i> |

Section 9. Evaluation (continued)

E3
(CP90)

Establishes a health advisory committee or school health council that is ongoing beyond policy development

*See Coding Appendix for additional clarification

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| 0 | Not mentioned |
| 1 | <p>Suggested and/or not clear that the committee will be ongoing</p> <p>Example: • "A wellness policy committee will be formed in district XYZ."</p> |
| 2 | <p>Committee is required and clearly ongoing</p> <ul style="list-style-type: none"> • "<i>The Nutrition and Physical Activity Advisory Council shall include stakeholders) and shall meet a minimum of two times annually to monitor and evaluate the implementation of the policy.</i>" • "<i>Review of this policy shall occur every 5 years, by a committee appointed by the Board, consisting of representative(s) of the Board, the administration, the food service provider, the parents, the students, and the public. The committee shall provide the Board with any recommended changes to the policy.</i>" • "<i>The health advisory committee is responsible for implementation, evaluation and revisions of the wellness policy.</i>" • "<i>The health advisory committee will meet periodically to review, assess and revise the wellness policy.</i>" <p>Examples:</p> |

E4
(PE68a*)

Body Mass Index (BMI)/ body composition/ height/weight measurement

*See Appendix for additional clarification on Fitnessgram/BMI/body composition/ height and weight

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|---|--|
| 0 | <p>Either of the following:</p> <ul style="list-style-type: none"> • Not mentioned • Health assessment/screening not specific to BMI <p>Example: • "Statute requires the County Health Dept. w/ the School District Board to develop a plan that includes provisions for Growth and Development Screening."</p> |
| 1 | <p>Either of the following:</p> <ul style="list-style-type: none"> • BMI/body composition/fitnessgram/height and weight measurement suggested/encouraged (not required) with or without parental reporting • BMI/body composition/fitnessgram/height and weight measurement required for some but not all grades within the grade range (e.g., ES, MS, or HS) with or without parental reporting "Schools will sponsor jointly w/ the local health department the screening of students for vision, hearing, and height/weight/body mass index for age." <p>Example: • "Schools will sponsor jointly w/ the local health department the screening of students for vision, hearing, and height/weight/body mass index for age."</p> |
| 2 | BMI/body composition/fitnessgram/height and weight measurement required <u>no parental reporting required</u> |
| 3 | BMI/body composition/fitnessgram/height and weight measurement required <u>with parental reporting required</u> |

E5
(E93)

Addresses a plan for policy evaluation, including a person/group responsible for tracking outcomes

| | |
|---|--|
| 0 | <p>Any of the following:</p> <ul style="list-style-type: none"> • Not mentioned • Implementation language mentions "monitor" or "review" without suggesting some type of assessment or evaluation |
| 1 | <p>Either of the following:</p> <ul style="list-style-type: none"> • Some kind of pre-post assessment is <u>implied</u> • An evaluation plan is required, but the person or group responsible is vague (e.g., "the school," "school officials," or "the district") <p>Examples:</p> <ul style="list-style-type: none"> • "<i>The district shall conduct an assessment of the health and fitness policy.</i>" • "<i>The superintendent shall measure how well this policy is being implemented, managed, and enforced.</i>" • In the section on adopting/implementing health and PE curriculum, the following statement was included: "<i>Evaluation procedures will utilize classroom-based assessment strategies...</i>" |
| 2 | <p>ALL of the following:</p> <ul style="list-style-type: none"> • An evaluation plan is required • A person/group responsible for tracking evaluation is identified • Specific outcomes to be measured are stated (i.e., health impact, fiscal impact, student learning, School Health Index) <p>Example: • "<i>The Advisory Council shall meet at least annually to review nutrition and physical activity policies, evidence on student health impact, and effective programs and program elements.</i>"</p> |

Section 9. Evaluation (continued)

| | | |
|---------------------|--|---|
| E6 (E94) | <p>Addresses the <u>audience</u> and <u>frequency</u> of a <u>report</u> on compliance and/or evaluation</p> | <p>0 Not mentioned</p> |
| | | <p>ALL of the following:</p> <ul style="list-style-type: none"> • Reporting on compliance or evaluation is <u>required</u> • Specific items are stated (e.g., compliance with nutrition guidelines, listing of activities and programs conducted to promote nutrition and physical activity, recommendations for policy and/or program revisions, feedback received from stakeholders) |
| | | <p>2 It is clear that a report will be made to a <u>specific audience</u> (e.g., board of education, administration, Parent Teacher Association [PTA] / Parent Teacher Organization [PTO], or the public)</p> <ul style="list-style-type: none"> • <u>Frequency</u> of reporting is stated <p>Example:</p> <ul style="list-style-type: none"> • <i>"The advisory council shall prepare a report annually for the Superintendent evaluating the implementation of the policy and regulations and include any recommended changes or revisions."</i> |
| E7 (E95) | <p>Identifies <u>funding support</u> for wellness activities or policy evaluation</p> | <p>0 Not mentioned</p> |
| | | <p>Vague and/or suggested</p> |
| | | <p>1 Examples:</p> <ul style="list-style-type: none"> • <i>"Adequate funding will be provided."</i> • <i>"Funding for wellness activities should be made available through the local budget process."</i> • <i>"Major fitness opportunities will be added through Grant purchases."</i> |
| E8 (E96) | <p>Identifies a plan for <u>revising the policy</u></p> | <p>2 Ensures that funding will be provided, and identifies a specific source</p> <p>Example:</p> <ul style="list-style-type: none"> • <i>"Funding for the school wellness evaluation will be allocated from the general operations budget."</i> |
| | | <p>Either of the following:</p> <ul style="list-style-type: none"> • Not mentioned • Implementation language mentions "monitor" or "review" without suggesting some type of revision or review for the purpose of revising the policy |
| | | <p>Either of the following:</p> <ul style="list-style-type: none"> • Future orientation in making a decision to revise • Revision is mentioned, but it is unclear if it refers to the <u>policy</u> <p>Examples:</p> <ul style="list-style-type: none"> • <i>"...may meet to discuss revisions to policy."</i> • <i>"...may suggest changes."</i> • <i>"...shall implement program changes."</i> • <i>"...it is the goal of the district to review the policy to make necessary changes, as appropriate..."</i> |
| | | <p>2 Discusses revision to policy in any way by any person or group</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>"...will meet to discuss revisions to policy."</i> • <i>"The policy shall be revised as necessary."</i> • <i>"...the school district will engage...in developing, implementing, monitoring, reviewing, and revising district nutrition and physical activity policies."</i> |

Section 9. Evaluation (continued)

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|---|--|--------|---|--------|--|-----------|---|-----------|--|
| E9 (E97) | Reporting Frequency | N A | Not Applicable – use this when E6=0 (E94) | | | | | | |
| | | N S | Not Specified—use this when E6=1 or 2 (E94) but frequency not indicated | | | | | | |
| Fill in the Blank: How often/frequent is reporting on policy implementation/compliance supposed to occur? | | | | | | | | | |
| Notes on this item: -If frequency is mentioned for multiple reports, default to the generalized report -Give credit for weak language if frequency is mentioned | | | | | | | | | |
| Examples: <table border="1"> <tr> <td>Annual</td> <td> <ul style="list-style-type: none"> <i>"Wellness Program coordinators will report to the board <u>annually</u>."</i> <i>"The Superintendent will be responsible for reporting to the Board on an <u>annual</u> basis the progress of the School District in implementing this policy."</i> </td> </tr> <tr> <td>Triennial</td> <td> <ul style="list-style-type: none"> <i>"The Superintendent or designee will develop a summary report every <u>three years</u> on district-wide compliance with the district's established nutrition and physical activity wellness policies. That report will be provided to the school board."</i> </td> </tr> </table> | | | | Annual | <ul style="list-style-type: none"> <i>"Wellness Program coordinators will report to the board <u>annually</u>."</i> <i>"The Superintendent will be responsible for reporting to the Board on an <u>annual</u> basis the progress of the School District in implementing this policy."</i> | Triennial | <ul style="list-style-type: none"> <i>"The Superintendent or designee will develop a summary report every <u>three years</u> on district-wide compliance with the district's established nutrition and physical activity wellness policies. That report will be provided to the school board."</i> | | |
| Annual | <ul style="list-style-type: none"> <i>"Wellness Program coordinators will report to the board <u>annually</u>."</i> <i>"The Superintendent will be responsible for reporting to the Board on an <u>annual</u> basis the progress of the School District in implementing this policy."</i> | | | | | | | | |
| Triennial | <ul style="list-style-type: none"> <i>"The Superintendent or designee will develop a summary report every <u>three years</u> on district-wide compliance with the district's established nutrition and physical activity wellness policies. That report will be provided to the school board."</i> | | | | | | | | |
| E10 (E98) | Update Frequency | N A | Not Applicable—use this if E8=0 (E96) | | | | | | |
| | | N S | Not Specified—use this if E8=1 or 2 (E96) but frequency not specified | | | | | | |
| Fill in the Blank: How often is the policy scheduled to be reviewed for changes/updates? | | | | | | | | | |
| Notes on this item: -Give credit for recommended revisions that have specific frequency -No credit if meet annually to review implementation -No credit for assessing compliance | | | | | | | | | |
| Examples: <table border="1"> <tr> <td>Annual</td> <td> <ul style="list-style-type: none"> <i>"The HR Director is responsible for implementation of the wellness policy and will recommend policy changes as necessary. The wellness program coordinators will meet <u>annually</u>, or as necessary, to review Missouri Eat Smart Guidelines."</i> <i>"An ongoing school health advisory council will review the wellness policies on a <u>yearly</u> basis. They will make suggestions to the board for approval changes to policies."</i> </td> </tr> <tr> <td>Biannual</td> <td> <ul style="list-style-type: none"> <i>"The committee will meet <u>2 times a year</u> to review the policy. This will include assessing the school using the Healthy School Index."</i> </td> </tr> <tr> <td>Triennial</td> <td> <ul style="list-style-type: none"> <i>"The district will conduct an assessment of the school's existing nutrition and physical activity policies. Assessments will be repeated <u>every three years</u> to help review policy compliance, assess progress, and determine areas in need of improvement."</i> </td> </tr> </table> | | | | Annual | <ul style="list-style-type: none"> <i>"The HR Director is responsible for implementation of the wellness policy and will recommend policy changes as necessary. The wellness program coordinators will meet <u>annually</u>, or as necessary, to review Missouri Eat Smart Guidelines."</i> <i>"An ongoing school health advisory council will review the wellness policies on a <u>yearly</u> basis. They will make suggestions to the board for approval changes to policies."</i> | Biannual | <ul style="list-style-type: none"> <i>"The committee will meet <u>2 times a year</u> to review the policy. This will include assessing the school using the Healthy School Index."</i> | Triennial | <ul style="list-style-type: none"> <i>"The district will conduct an assessment of the school's existing nutrition and physical activity policies. Assessments will be repeated <u>every three years</u> to help review policy compliance, assess progress, and determine areas in need of improvement."</i> |
| Annual | <ul style="list-style-type: none"> <i>"The HR Director is responsible for implementation of the wellness policy and will recommend policy changes as necessary. The wellness program coordinators will meet <u>annually</u>, or as necessary, to review Missouri Eat Smart Guidelines."</i> <i>"An ongoing school health advisory council will review the wellness policies on a <u>yearly</u> basis. They will make suggestions to the board for approval changes to policies."</i> | | | | | | | | |
| Biannual | <ul style="list-style-type: none"> <i>"The committee will meet <u>2 times a year</u> to review the policy. This will include assessing the school using the Healthy School Index."</i> | | | | | | | | |
| Triennial | <ul style="list-style-type: none"> <i>"The district will conduct an assessment of the school's existing nutrition and physical activity policies. Assessments will be repeated <u>every three years</u> to help review policy compliance, assess progress, and determine areas in need of improvement."</i> | | | | | | | | |

Section 9. Evaluation (continued)

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|---------------|--|--|---|
| E11 (E99) | Evaluation/implementation Review Frequency | N A | Not applicable—use this if E5=0 (E93) |
| | | N S | Not specified—use this if E5=1 or 2 (E93) but frequency not specified |
| | | <p>Fill in the blank: How often is a review/assessment/evaluation of implementation/compliance scheduled to occur?</p> <p>Examples:</p> | |
| E12 (E100) | Requires district to report to the state | Biannual | <ul style="list-style-type: none"> <i>"The committee will meet <u>2 times a year</u> to review the policy. This will include assessing the school using the Healthy School Index."</i> <i>"Assessments can be repeated <u>at least every 3 years</u> to help review policy compliance, assess progress, and determine areas of improvement. The district will, as necessary, review the Local Wellness Policy and develop work plans to facilitate its implementation."</i> <i>"The district will conduct an assessment of the school's existing nutrition and physical activity policies. Assessments will be repeated every <u>three years</u> to help review policy compliance, assess progress, and determine areas in need of improvement."</i> |
| | | Triennial | |
| E13 (E101) | TA to district/LEA for wellness policy implementation *state level coding | 0 | Does not address district reporting to the state |
| | | 1 | <p>Encourages district to report to the state OR requires reporting to the state but does not specify what they are to report on</p> <p>Example: <i>"...require that goals and objectives for nutrition and PA be incorporated into the annual school planning and reporting process."</i></p> |
| | | 2 | <p>Requires district to report to the state with a copy of the policy, implementation progress, compliance, evaluation results, etc.</p> <ul style="list-style-type: none"> <i>"Each school district shall submit to the DOE a copy of its school wellness policy. Each school district shall annually review its wellness policy...and provide a procedure for public input and revisions. Each school district shall send an updated copy of its wellness policy to the Dept. when a change or revision is made."</i> <i>"Each local school administrative unit shall collect baseline data at the individual school level and report the baseline data to the Dept. of Public Instruction for Analysis. At minimum, the baseline data will include: minutes of PE, number of PE classes/week, BMI..."</i> <i>"Each school year, a school district board shall determine whether the school district is in compliance w/ the standards required by law [for food and beverages sold in school] and report the results of that determination to the DOE."</i> |
| E13 (E101) | TA to district/LEA for wellness policy implementation *state level coding | 0 | Not mentioned |
| | | 1 | <p>Encourages the state DOE to post on its website resources and other materials to facilitate development and implementation of school policy requirements</p> <p>Example: <i>"The state DOE shall employ a health and PE coordinator who shall be responsible... to provide TA to public schools and school systems as needed."</i></p> |
| | | 2 | <p>Requires the state DOE to post on its website resources and other materials to facilitate development and implementation of school policy requirements</p> <p>Examples: <ul style="list-style-type: none"> <i>"The [state] Nutrition and Physical Activity Advisory Committee will assist in the development of local policies...including, but limited to, the following...Assist with implementation of nutrition and physical activity standard development by the Committee..., integrate nutrition and PA into the overall curriculum."</i> <i>"The DOE and Dept. of Workforce Education will provide TA in helping schools integrate health education curricula that will include the nutrition components."</i> </p> |

Section 9. Evaluation (continued)

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|-----|---|---|---|
| E14 | Monitor schools/LEA for compliance with state requirements *state level coding | 0 | Not mentioned |
| | | 1 | Vague and/or suggested Example: • <i>"The DOE may monitor whether school districts are in compliance with the standards required by law [standards for food and beverages sold in school]."</i> |
| | | 2 | Requires state to monitor schools/LEA for compliance with state requirements Examples: • <i>"The statewide Health Advisory Council's responsibilities will include monitoring and evaluating current PE and PA programs..."</i> • <i>"All complaints received by state regarding competitive foods violations, regardless of source, will be forwarded to the local school food service supervisor for initial investigations."</i> • <i>"The PA coordinator shall present a state physical activity plan each year to the Governor's Commission on Physical Fitness and Sports..."</i> • <i>"Each sponsor's implementation of the Free and Reduced Price Policy and the Model School Nutrition Policy shall be reviewed and evaluated by the Division on a continuing basis."</i> |
| E15 | Penalties for district failure to comply *state level coding | 0 | Not mentioned |
| | | 1 | Vague and/or suggested Example: • <i>"Federal and State child nutrition program funds <u>may</u> be withheld and/or fiscal action taken against sponsors found not in compliance w/ applicable Federal regulations and the Department's Model School Nutrition Policy."</i> |
| | | 2 | Requires penalties for district failure to comply with state requirements Example: • <i>"Any public school that violates min. nutritional standards for foods sold outside school lunch programs shall be subject to a penalty to be assessed by the commissioner of education."</i> |
| E16 | Corrective action plan for schools/LEA for non-compliance *state level coding | 0 | Not mentioned |
| | | 1 | Vague and/or suggested |
| | | 2 | Requires a corrective action plan for schools/LEA for non-compliance with state requirements Example: • <i>"A School district that the Superintendent finds to be noncompliant with the mandatory provisions of this article [Pupil Nutrition, Health, and Achievement Act] shall adopt and provide to the Sup., a corrective action plan that sets forth the actions taken by the school district..."</i> |
| E17 | State evaluation and reporting required *state level coding | 0 | Not mentioned |
| | | 1 | Vague and/or suggested |
| | | 2 | Requires state evaluation and reporting by schools/LEA Examples: • <i>"The Department...shall annually report on progress in implementing the nutrition and PE standards to the...[state legislature]."</i> • <i>"The [state] taskforce shall report its evaluation of the effectiveness of school wellness policies to the General Assembly and the Governor..."</i> • <i>"The DOE shall submit a written report to the Senate and House committees on education...regarding the status of the health and physical education in the public elementary and secondary schools in the state, including findings and recommendations."</i> |

UIC WELLNESS POLICY CODING TOOL APPENDIX

This appendix provides specific examples of wellness policy language included in model policies and actual district policies along with the corresponding coding clarifications. Following the coding examples are a series of decision rules to accompany the codebook.

| Item/Question | Answer |
|---|---|
| How do you code header language? (2/28/08) | If a provision of interest is in the header (e.g., Daily Recess; Nutritional Guidelines for All F&B Sold or Served During the School Day) we are going to give them the benefit of the doubt and count it because of their intent. However, if the text of the policy that is below the provisions varies from the header or weakens the header, code based on the text. |
| How do you code goal language? | <p>If the entire policy is a set of goals such as the following, code everything as a “goal” and not a requirement, assign a “1” where appropriate:</p> <ul style="list-style-type: none"> The wellness policy goals for XYZ district are: <ul style="list-style-type: none"> To provide nutrition education... To offer low-fat foods at school meals To participate in the School Breakfast program To minimize the amount of sugar, fat, sodium in competitive food sales, etc. <p>If the entire policy is specified as a goal and then specifies what will be done/required, assign a “2” as appropriate (see the following example language):</p> <ul style="list-style-type: none"> The overall goal for NE for XYZ school district is to promote the integration of NE into all curriculum areas. We will: <ul style="list-style-type: none"> Integrate NE throughout the curriculum Provide NE for all grade levels, etc. <p>If the policy has the word “Goals” at the top but then follows typical wellness language that is not considered goal language, code as appropriate (either “1” or “2”). For example:</p> <p>GOALS: Nutrition education. The XYZ schools aim to teach....Staff members shall teach healthy living skills as part of the regular instructional program...</p> <p>The district shall adopt and implement a comprehensive standards-based health and fitness curriculum...All students in PK-12 will receive regular PE....</p> <p>If the policy provides “Guidelines” and then provides additional “Goals,” code the guidelines as the requirements (i.e., level “2,” as appropriate) and the goals as non-requirements (i.e., level “1,” as appropriate).</p> |
| How and when do we code for cross-referenced documents included in the wellness policy? | <p>We only need to code the cross-referenced non-state law documents (e.g., curricula frameworks, Action For Healthy Kids, etc.) if the document is specifically mentioned within the policy as a document that the district is following/should follow for X,Y, Z. For example:</p> <ul style="list-style-type: none"> School district A encourages the sale of healthy food choices. To this end, all schools in the district must follow the state Action for Healthy Kids guidelines for the sale of competitive foods. In this case, you would incorporate the state Action for Healthy Kids competitive food guidelines into your coding for the district. (See below for specific guidance on coding a cross-referenced document that contains recommendation/“should” language.) <p>You do NOT have to code for cross-referenced documents that are simply listed as cross-references at the end of the policy. For example:</p> <ul style="list-style-type: none"> CROSS-REF: <ul style="list-style-type: none"> State X Model Wellness Policy State X School Board Association Competitive Food Guidelines <p><i>Unless these cross-referenced items are specifically mentioned in the policy as something that the district is following/should follow, then they do not need to be coded for the given district.</i></p> |
| How do you code cross-referenced documents that contain recommendations/provisions that “should” be followed? | If the wellness policy states that District XYZ follows/adheres to/will follow (etc.) [MODEL/ORGANIZATION NAME ABC]’s nutrition guidelines..and the nutrition guidelines are written as “may” or “should,” code as a “1” because the district is requiring that “weak” model policy be followed (i.e., that contains “should” or “encourage” type language). Typical language may read as follows: <ul style="list-style-type: none"> “The food service program will comply with current USDA and state Action for Healthy Kids guidelines” for all foods sold/served on campus.” (The state AFHK language is full of “should” statements) |
| How do you code language that “strives to meet” weak state policy? | If the policy indicates that the district will “strive to/aim to/goal is to” meet state law that is weak (i.e., a “1” or “0”), then assign a “0” for the district on that item. (upd. 8/19/08) |

| Item/Question | Answer |
|--|---|
| <p>How do you code NG items for a policy that simply sets “goals” for developing nutrition guidelines for competitive foods (including or such as) vending machines, school stores, a la carte, etc.?</p> | <p>If the policy simply states that is the “goal” of the district to develop guidelines for competitive foods...including/such as, vending machines, a la carte, etc...and no other language is included, <u>ONLY</u> code NG1=1 (NG23=1); do not code any other NG item for this language.</p> |
| <p>How to code NGs when only a la carte is allowed (and specific guidelines for a la carte are defined) and all other competitive foods are banned (i.e., vending, school stores). *typically this language is seen at the ES level</p> | <p>Example:</p> <p>“An ES may not serve competitive foods to students on school premises throughout the SD until the end of the last scheduled class. This does not pertain to food items made available by the food service department.” (in this case, includes a la carte, and they have specific guidelines for a la carte)</p> <p>NG1=2 (NG23) NG2=1 (NG23b) NG10=4 (vending ban) (NG24) NG11=4 (school store ban) (NG25) NG12=2 (NG26) (code as appropriate, according to the strength of the a la carte guidelines) All other NGs will be coded “1” or “2” as appropriate, depending on the strength of the a la carte guidelines.</p> |
| <p>How to code school year variance, when mentions nutrition guidelines will be implemented by a specific date.</p> | <p>For example:</p> <p>“By Sept 1, 2007 ONLY milk, water and 100% juice may be sold on school grounds.” This wellness policy was adopted Sept 18, 2006, so it is suggestive that these guidelines <u>should be</u> implemented within the 2006-2007 school year and <u>will be</u> implemented by the 2007-2008 school year. Thus, code NG22 (NG42), NG24 (NG45), NG25 (NG46), NG29 (NG50)=1 for 2006-2007 (and code NG22, 24, 25, 29=2 for 2007-2008)</p> |

| Item/Question | Answer |
|--|--|
| <p>How do you code NG2 (NG23b) and other NG items for CSPI model/like and NANA model/like language?</p> | <ul style="list-style-type: none"> • CSPI-like Model: Elementary Schools. The school food service program will approve and provide all food and beverage sales to students in the elementary grades. Given young children's limited nutrition skills, food in elementary grades <i>will</i> be sold as balanced meals. If available, foods and beverages sold individually <i>will be limited to</i> low-fat and non-fat milk, fruits, and non-fried vegetables. <ul style="list-style-type: none"> ○ If this were the <u>only</u> language for ES for this district for the NG items, you would also code as follows: <ul style="list-style-type: none"> ■ NG1=2 (NG23) ■ NG2=2 (NG23b) ■ NG6=2 (NG38) ■ NG10-12=4 (NG24-26) ■ NG16=4 (NG33) ■ NG17=4 ■ NG18=4 (NG34) ■ NG19=4 ■ NG20=4 (NG35) ■ NG22=4 (NG42) ■ NG24=4 (NG45) ■ NG25=4 (NG46) ■ NG27=4 (NG48) ■ NG29=4 (NG50) • CSPI/NANA Model: Elementary Schools. The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children's limited nutrition skills, food in elementary schools <i>should</i> be sold as balanced meals. If available, foods and beverages sold individually <i>should be limited to</i> low-fat and non-fat milk, fruits, and non-fried vegetables. <ul style="list-style-type: none"> ○ If this were the <u>only</u> language for ES for this district for the NG items, you would also code as follows: <ul style="list-style-type: none"> ■ NG1=1 (NG23) ■ NG2=1 (NG23b) ■ NG6=1 (NG38) ■ NG10-12=1 (NG24-26) ■ NG16=1 (NG33) ■ NG17=1 ■ NG18=1 (NG34) ■ NG19=1 ■ NG20=1 (NG35) ■ NG22=1 (NG42) ■ NG24=1 (NG45) ■ NG25=1 (NG46) ■ NG27=1 (NG48) ■ NG29=1 (NG50) ○ The difference here is the "should" language rather than the "will" language above. <p>NOTE TO CODERS: Be <i>very careful</i> when coding following the CSPI/NANA models. We have seen several "slightly" revised versions of the language that could have coding implications. Also, the distinction between the two examples is entirely the "will" vs. "should." We felt that even for NG1(NG23), the distinction was enough to warrant a differential coding for the two scenarios. (upd. 8/19/08)</p> |
| <p>Please clarify the distinction between PE1 (PE52a) and PE2 (PE52).</p> | <p>PE1 (PE52a) was created by UIC to capture situations where the district mentions that they have some type of PE but the language included in the policy is not enough to warrant any coding on any of the PE variables. PE1 (PE52a), therefore, was created as a dummy variable to capture the presence/absence of any PE component. PE2 (PE52) captures information specifically on PE curriculum requirements.</p> |

| Item/Question | Answer |
|---|--|
| <p>Why do we downgrade for “when possible” or “where appropriate” for PA4 (PA72) but <u>not</u> for NE5 (NE6)?</p> | <p>CONCEPTUALLY:</p> <ul style="list-style-type: none"> • NE5 (NE6) is an item that is DIRECTLY measuring the incorporation of nutrition education into other subjects, PA4 (PA72) is an item examining the opportunities for PA outside of PE during the school day. <ul style="list-style-type: none"> ◦ PA4 (PA72) language such as “<i>classrooms shall incorporate short breaks that include physical movement, when possible,</i>” is just one component of a broader concept being evaluated and should be coded as a “1.” ◦ NE5 (NE6) language such as, “<i>nutrition education will be integrated into the broader curriculum, where appropriate,</i>” is directly addressing what the item is referencing and should be coded as a “2.” • Bottom line: The students may or may not be experiencing PA breaks in the classroom during the school day based on the above language, BUT NE is definitely being offered in classes other than health/nutrition, it is just not clear which courses the NE is being integrated or which classes within the course that NE is being addressed (which is not necessary for a “2” coding). <p>LITERALLY:</p> <ul style="list-style-type: none"> • NE can only easily/appropriately be integrated into the curriculum where it fits (i.e., Basic Math or Science) and does not easily fit into other topics (i.e., English, French, Geometry)...also NE will not be the topic addressed in each lesson of a course b/c otherwise it would be a nutrition course and NOT a Science course...so the language above fits with what NE5 (NE6) is addressing...stating that NE will be incorporated into other courses BUT only the ones that it fits into appropriately OR NE will be addressed in other classes (e.g., Science) BUT NE will be incorporated only in appropriate Science lessons. • PA can be incorporated into every classroom...so it is possible to provide it in all classes therefore stating that it will only be incorporated “when possible” weakens the overall statement...and does not DEFINITIVELY indicate the PA is being offered in classes OR during the school day outside of PE... |
| <p>Clarification on E3 (CP90) coding where E3=2 (See below for E3=1 (CP90) language)</p> | <p>The following language, in its entirety (i.e., the sum of the parts), would warrant a level “2” code for CP90 because of the “package” of language and the fact that it mentions “periodic.” You do <u>not</u> have to have specific time periods mentioned to code “2” for E3 (CP90).</p> <p>GUIDELINES WELLNESS COMMITTEE</p> <p>The Board shall appoint a Wellness Committee comprised of at least one (1) of each of the following: School Board member, district administrator, district food service representative, student, parent/guardian, member of the public, teacher, school nurse, school counselor, physical education teacher or coach, health professional, representative of community organization, and any other individuals chosen by the Board.</p> <p>The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing a Student Wellness Policy that complies with law to recommend to the Board for adoption.</p> <p>The Wellness Committee may examine related research and laws, assess student needs and the current school environment, review existing Board policies and administrative regulations, and raise awareness about student health issues. The Wellness Committee may make policy recommendations to the Board related to other health issues necessary to promote student wellness.</p> <p>The Wellness Committee may survey parents/guardians and/or students; conduct community forums or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these purposes.</p> <p>The Wellness Committee shall provide periodic reports to the Superintendent or designee regarding the status of its work, as required.</p> <p>An additional example of E3=2 (CP90) language that is suggestive of an ongoing council (From NANA):</p> <p>“The school district and/or individual schools within the district will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies. (A school health council consists of a group of individuals representing the school and community, and should include parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)”</p> |

| Item/Question | Answer |
|---|---|
| <p>Clarification on E3 (CP90) coding where E3=1</p> <p>(See prior example for E3=2 (CP90) language)</p> | <p>The following language (obtained from the PBSA template dated 9/07) would be coded as a 1 for E3 (CP90) because the whole section is "may" be established (even though the Council is to provide periodic reports):</p> <p>Advisory Health Council</p> <ul style="list-style-type: none"> • An Advisory Health Council may be established by the Superintendent to study student health issues and to assist in organizing follow-up programs. • The Advisory Health Committee may examine related research, assess student needs and the current school environment, review existing Board policies and administrative regulations, and raise awareness about student health issues. • The Advisory Health Committee may make policy recommendations to the Board related to other health issues necessary to promote student wellness. • The Advisory Health Council may survey parents/guardians and/or students; conduct community forums or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these purposes. • The Advisory Health Council shall provide periodic reports to the Superintendent or designee regarding the status of its work, as required. • Individuals who conduct student medical and dental examinations shall submit to the Advisory Health Council annual reports and later reports on the remedial work accomplished during the year. |
| <p>How do you code Fitnessgram and Fitnessgram-like language (i.e., body composition, height/weight, etc.) for PE16 (PE68) and E4 (PE68a)?</p> | <p>"The fitnessgram shall be used to assess student health and fitness." → Code: PE16 (PE68)=1, E4 (PE68a)=2</p> <p>"The fitnessgram shall be used to assess student health. Results will be reported to parents." → Code: PE16 (PE68)=2, E4 (PE68a)=3</p> <p>"The fitnessgram shall be used in grades 4-10 to assess student health. Students will be notified of their results." → Code: PE16ES=1 16MS=2 16HS=1 E4ES=1 5E4MS=2 E4HS=1</p> <p><i>For examples using body composition or height/weight, just trade out Fitnessgram and replace it with body composition or height/weight in the above examples.</i></p> <p>Fitnessgram's relation with body composition is below, taken directly from the Fitnessgram website. The assessment items are as follows:</p> <p>Aerobic Capacity</p> <ul style="list-style-type: none"> • PACER test • One-mile run/walk • Walk test (ages 13 or greater) <p>Body Composition (may select one option)</p> <ul style="list-style-type: none"> • Percent body fat (calculated from triceps and calf skinfolds) • Body mass index (calculated from height and weight) <p>Muscular Strength, Endurance, and Flexibility</p> <ul style="list-style-type: none"> • Abdominal strength and endurance (curl-up) • Trunk extensor strength and endurance (trunk lift) • Upper body strength and endurance (choose from push-up, modified pull-up, and flexed arm hang) • Flexibility (choose from back-saver sit-and-reach and shoulder stretch) |

| New Variable | Old Variable | Label | ES | | | MS | | | HS | | | SY VAR | State +Dist | State Only | Notes |
|--------------|--------------|---|----|---|----------|----|---|---|----------|----|---|--------|-------------|------------|-------|
| NE1 | NE1 | FW: goals for NE | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| NE2 | NE2 | Nutrition curriculum each grade | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| NE3 | | School Gardens | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| NE4 | NE5 | NE training for teachers | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| NE5 | NE6 | NE integrated into other subjects | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| NE6 | NE7 | NE teaches behavior focused skills | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| NE7 | NE8 | Number of NE courses or hours | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| NE7a | | Amount of NE courses/hours/credits | | | | -8 | | | -8 | | | | -8 | | |
| US1 | US10 | FW: guidelines not less restrictive | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| US2 | US11 | School Breakfast Program (USDA) | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| US3 | US13 | Guidelines beyond USDA Diet Gln minimum | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| US4 | US14 | Low-fat versions/methods | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| US5 | US15 | Strategies to increase participation | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| US5a | US15a | Closed campus | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| US6 | | Recess before lunch | 0 | 1 | 2 | -8 | | | | | | | | | |
| US7 | US17 | Adequate time to eat | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| US7a | | Minutes of breakfast | | | day / wk | -8 | | | day / wk | -8 | | | day / wk | -8 | |
| US7b | | Minutes of lunch | | | day / wk | -8 | | | day / wk | -8 | | | day / wk | -8 | |
| US8 | US20 | Training for food service staff | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| US9 | US22 | Nutrition information | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| US10 | NG38a | Farm-to-school | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| NG1 | NG23 | FW: NG for ALL foods at school | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| | | | | | | SD | | | SD | | | | SD | | |
| NG2 | NG23b | Competitive food ban/cannot be sold | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| NG3 | NG23c | Contracts must/should comply with NG | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| NG4 | | Bans fast food on campus | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| NG5 | | Meets IOM F&V and/or whole grain std | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| NG6 | NG38 | Whole, unprocessed, & fresh food | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| NG7 | NG40 | Food as a reward or punishment | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| NG8 | NG41 | Nutrition info for other foods | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| NG9 | NG51 | Free drinking water | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| PE1 | PE52a | Goals for PE | 0 | 1 | | -8 | 0 | 1 | | -8 | 0 | 1 | | -8 | |
| PE2 | PE52 | PE curriculum for each grade | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| PE3 | PE53 | Time/week of PE for elementary | 0 | 1 | 2 | -8 | | | | | | | | | |
| PE3a | | minutes of PE for elementary | | | day / wk | -8 | | | | | | | | | |
| PE3b | | days/week of PE for elementary | | | | -8 | | | | | | | | | |
| PE4 | PE54 | Time/week of PE for middle | | | | | 0 | 1 | 2 | -8 | | | | | |
| PE4a | | minutes of PE for middle | | | | | | | day / wk | -8 | | | | | |
| PE4b | | days/week of PE for middle | | | | | | | | -8 | | | | | |
| PE5 | PE55 | Time/week of PE for high school | | | | | | | | | 0 | 1 | 2 | -8 | |
| PE5a | | minutes of PE for high school | | | | | | | | | | | day / wk | -8 | |
| PE5b | | days/week of PE for high school | | | | | | | | | | | | -8 | |
| PE6 | PE56 | Physically active lifestyle | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| PE7 | PE57 | Competency assessment | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| PE8 | PE60 | Addresses PE classes or credits | | | | | | | | | 0 | 1 | 2 | -8 | |
| PE8a | | Amount of PE courses/hours/credits | | | | | | | | | | | | -8 | |
| PE9 | PE61 | Frequency of required PE | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| PE10 | PE62 | Teacher-student ratio for PE | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| PE11 | PE63 | Safe/adequate equipment/facilities | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| PE12 | PE64 | Moderate to vigorous activity | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| PE12a | | Percent or amount of time for MVPA | | | | -8 | | | | -8 | | | | -8 | |
| PE13 | PE65 | Qualifications for PE instructors | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| PE14 | PE66 | PE training for teachers | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| PE15 | PE67 | PE waiver requirements | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |
| PE16 | PE68 | Annual health assessment | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | |

Local Wellness Coding

State: _____

Master Version: Y/N

Grade Level N/A: -8

Year: 2008-2009

Grade Range:

District Name:

District ID:

Coder Initials:

Coder Date

| New Variable | Old Variable | Label | ES | | | | MS | | | | HS | | | | SY VAR | State +Dist | State Only | Notes |
|--------------|--------------|---|---------------|---|-----|--------|-----------|---|-----|--------|-----------|---|-----|--------|--------|-------------|------------|-------|
| PA1 | PA69 | FW: goals for PA | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| PA2 | PA70 | PA for every grade level | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| PA3 | | Amount of time for PA | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| PA3a | | Minutes of PA | day / wk | | -8 | | day / wk | | -8 | | day / wk | | -8 | | | | | |
| PA3b | | Definition of PA | PE: y / n | | n/s | -8 | PE: y / n | | n/s | -8 | PE: y / n | | n/s | -8 | | | | |
| PA3c | | Definition of PA includes recess | Recess: y / n | | n/s | -8 | | | | | | | | | | | | |
| PA4 | PA72 | PA throughout the day | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| PA5 | PA74 | Community use facilities for PA | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| PA6 | PA75 | Safe active routes to school | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| PA7 | PA76 | Not using PA as punishment | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| PA8 | PA77 | Recess freq or amt for elementary (daily) | 0 | 1 | 2 | -8 | | | | | | | | | | | | |
| PA9 | | Recess freq (less than daily) for elementary | 0 | 1 | 2 | -8 | | | | | | | | | | | | |
| PA8a | | Minutes for recess for elementary | day / wk | | -8 | | | | | | | | | | | | | |
| ST1 | PA71 | PA for school staff | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| ST2 | CP80 | Staff wellness programs | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| ST3 | CP82 | Staff to role model | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| CP1 | CP79 | FW: Stakeholders involved in development of wellness policy | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| CP2 | CP85 | Methods to solicit input | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| CP3 | CP86 | How to engage parents/community | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| MP1 | CP84 | Coordinated School Health Model | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| MP2 | CP88 | Marketing healthy choices | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| MP3 | CP89 | Restricted marketing | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| E1 | E91 | FW: Measuring implementation | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| E2 | E92 | Plan for implementation | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| E3 | CP90 | Ongoing health advisory committee | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| E4 | PE68a | BMI | 0 | 1 | 2 | 3 -8 | 0 | 1 | 2 | 3 -8 | 0 | 1 | 2 | 3 -8 | | | | |
| E5 | E93 | Plan for evaluation | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| E6 | E94 | Audience and frequency of a report | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| E7 | E95 | Funding support | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| E8 | E96 | Plan for revising the policy | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |
| E9 | E97 | Reporting frequency (fill in blank) -- NOT grade spec. | | | | | | | | | | | | | | | | |
| E10 | E98 | Update frequency (fill in blank)--NOT grade specific | | | | | | | | | | | | | | | | |
| E11 | E99 | Implementation review (fill in the blank) NOT grade sp | | | | | | | | | | | | | | | | |
| E12 | E100 | Requires district to report to the state | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | 0 | 1 | 2 | -8 | | | | |

DE Initials: DE Date: QA Initials: QA Date:

Local Wellness Coding

State: _____

Master Version: Y/N

Grade Level N/A: -8

Year: 2008-2009

Grade Range:

District Name:

District ID:

Coder Initials:

Coder Date

| New Variable | Old Variable | Label | ES | | | | | | | MS | | | | | | | HS | | | | | | | SY VAR | State +Dist | State Only | Notes/Citation Information |
|--------------|--------------|-----------------------------------|----|---|---|---|---|----|----|----|---|---|---|----|----|----|----|---|---|---|---|----|----|--------|-------------|------------|----------------------------|
| | | | 0 | 1 | 2 | 3 | 4 | -8 | SD | 0 | 1 | 2 | 3 | 4 | -8 | SD | 0 | 1 | 2 | 3 | 4 | -8 | SD | | | | |
| NG10 | NG24 | Vending machines | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | | | | |
| NG16vm | NG33 | Sugar content of foods | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG17vm | | Limits candy | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | | | | |
| NG18vm | NG34 | Fat content of foods | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG19vm | | Limits amount of trans fats | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG20vm | NG35 | Sodium content of foods | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG21vm | NG36 | Calorie content per serving size | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG22vm | NG42 | Sugar content of beverages | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG23vm | NG44 | Calorie content of beverages | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | | 4 | -8 | | | 0 | 1 | 2 | | 4 | -8 | | | | | |
| NG24vm | NG45 | Regular soda | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG25vm | NG46 | Beverages other than soda | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG26vm | NG47 | Sugar/calorie content of milk | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG27vm | NG48 | Fat content of milk | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG28vm | NG49 | Serving size limits for beverages | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG29vm | NG50 | Caffeine content of beverages | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG11 | NG25 | School Stores | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | | | | |
| NG16ss | NG33 | Sugar content of foods | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG17ss | | Limits candy | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | | | | |
| NG18ss | NG34 | Fat content of foods | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG19ss | | Limits amount of trans fats | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG20ss | NG35 | Sodium content of foods | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG21ss | NG36 | Calorie content per serving size | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG22ss | NG42 | Sugar content of beverages | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG23ss | NG44 | Calorie content of beverages | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | | | | |
| NG24ss | NG45 | Regular soda | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG25ss | NG46 | Beverages other than soda | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG26ss | NG47 | Sugar/calorie content of milk | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG27ss | NG48 | Fat content of milk | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG28ss | NG49 | Serving size limits for beverages | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG29ss | NG50 | Caffeine content of beverages | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG12 | NG26 | A la carte | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | | | | |
| NG16al | NG33 | Sugar content of foods | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG17al | | Limits candy | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | | | | |
| NG18al | NG34 | Fat content of foods | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG19al | | Limits amount of trans fats | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG20al | NG35 | Sodium content of foods | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG21al | NG36 | Calorie content per serving size | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG22al | NG42 | Sugar content of beverages | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG23al | NG44 | Calorie content of beverages | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | | | | |
| NG24al | NG45 | Regular soda | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG25al | NG46 | Beverages other than soda | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG26al | NG47 | Sugar/calorie content of milk | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG27al | NG48 | Fat content of milk | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG28al | NG49 | Serving size limits for beverages | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG29al | NG50 | Caffeine content of beverages | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |

| New Variable | Old Variable | Label | ES | | | | | | | MS | | | | | | | HS | | | | | | | SY VAR | State +Dist | State Only | Notes/Citation Information |
|--------------|--------------|-----------------------------------|----|---|---|---|---|----|----|----|---|---|---|---|----|----|----|---|---|---|---|----|----|--------|-------------|------------|----------------------------|
| | | | 0 | 1 | 2 | 3 | 4 | -8 | SD | 0 | 1 | 2 | 3 | 4 | -8 | SD | 0 | 1 | 2 | 3 | 4 | -8 | SD | | | | |
| NG13 | NG27 | Class Parties | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | | | | |
| NG16cp | NG33 | Sugar content of foods | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG17cp | | Limits candy | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | | | | |
| NG18cp | NG34 | Fat content of foods | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG19cp | | Limits amount of trans fats | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG20cp | NG35 | Sodium content of foods | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG21cp | NG36 | Calorie content per serving size | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG22cp | NG42 | Sugar content of beverages | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG23cp | NG44 | Calorie content of beverages | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | | | | |
| NG24cp | NG45 | Regular soda | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG25cp | NG46 | Beverages other than soda | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG26cp | NG47 | Sugar/caloric content of milk | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG27cp | NG48 | Fat content of milk | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG28cp | NG49 | Serving size limits for beverages | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG29cp | NG50 | Caffeine content of beverages | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG14 | NG31 | Evening/community events | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | | | | |
| NG16ev | NG33 | Sugar content of foods | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG17ev | | Limits candy | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | | | | |
| NG18ev | NG34 | Fat content of foods | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG19ev | | Limits amount of trans fats | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG20ev | NG35 | Sodium content of foods | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG21ev | NG36 | Calorie content per serving size | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG22ev | NG42 | Sugar content of beverages | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG23ev | NG44 | Calorie content of beverages | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | | | | |
| NG24ev | NG45 | Regular soda | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG25ev | NG46 | Beverages other than soda | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG26ev | NG47 | Sugar/caloric content of milk | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG27ev | NG48 | Fat content of milk | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG28ev | NG49 | Serving size limits for beverages | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG29ev | NG50 | Caffeine content of beverages | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG15 | NG32 | Food sold for fundraising | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | | | | |
| NG16fr | NG33 | Sugar content of foods | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG17fr | | Limits candy | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | | | | |
| NG18fr | NG34 | Fat content of foods | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG19fr | | Limits amount of trans fats | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG20fr | NG35 | Sodium content of foods | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG21fr | NG36 | Calorie content per serving size | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG22fr | NG42 | Sugar content of beverages | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG23fr | NG44 | Calorie content of beverages | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | 0 | 1 | 2 | | 4 | -8 | | | | | |
| NG24fr | NG45 | Regular soda | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG25fr | NG46 | Beverages other than soda | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG26fr | NG47 | Sugar/caloric content of milk | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG27fr | NG48 | Fat content of milk | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |
| NG28fr | NG49 | Serving size limits for beverages | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | 0 | 1 | 2 | 3 | 4 | -8 | | | | | |
| NG29fr | NG50 | Caffeine content of beverages | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | 0 | 1 | | 3 | 4 | -8 | | | | | |