



# Ädelbrook

BEHAVIORAL & DEVELOPMENTAL SERVICES

## 2023 SCHOOL WELLNESS POLICY SUMMARY

# Your District's Scorecard

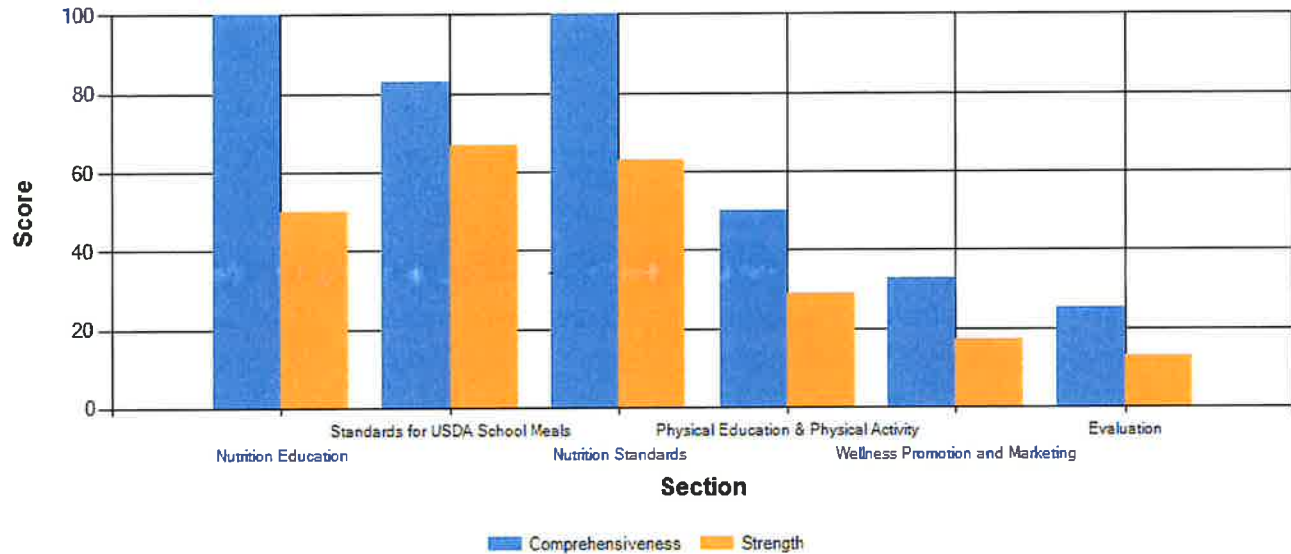
[Close window](#)

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

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

**Version: 3.0**

**Policy Name: Adelbrook-The Learning Center**



## Section 1. Nutrition Education

**Rating**

NE1	Includes goals for nutrition education that are designed to promote student wellness.	2
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	2
NE3	All elementary school students receive sequential and comprehensive nutrition education.	1
NE4	All middle school students receive sequential and comprehensive nutrition education.	1
NE5	All high school students receive sequential and comprehensive nutrition education.	1
NE6	Nutrition education is integrated into other subjects beyond health education	2
NE7	Links nutrition education with the school food environment.	2
NE8	Nutrition education addresses agriculture and the food system.	1
<b>Subtotal for Section 1</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	<b>100</b>





**Strength Score:**

Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.

**50**



[Click here for Nutrition Education Resources](#)

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

<b>SM1</b>	 Assures compliance with USDA nutrition standards for reimbursable school meals.	<b>1</b>
<b>SM2</b>	Addresses access to the USDA School Breakfast Program.	<b>2</b>
<b>SM7</b>	Addresses the amount of "seat time" students have to eat school meals.	<b>2</b>
<b>SM8</b>	 Free drinking water is available during meals.	<b>2</b>
<b>SM9</b>	 Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	<b>2</b>
<b>SM10</b>	 Addresses purchasing local foods for the school meals program.	<b>0</b>
<b>Subtotal for Section 2</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 6 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	<b>83</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 6 (the number of items in this section). Multiply by 100.	<b>67</b>

[Click here for School Food Resources](#)

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

<b>NS6</b>	 Addresses fundraising with food to be consumed during the school day.	<b>2</b>
<b>NS7</b>	Exemptions for infrequent school-sponsored fundraisers with food to be consumed during the school day.	<b>2</b>
<b>NS8</b>	Addresses foods and beverages containing caffeine at the high school level.	<b>1</b>
<b>NS9</b>	 Regulates food and beverages <b>served</b> at class parties and other school celebrations in elementary schools.	<b>1</b>
<b>NS10</b>	Addresses nutrition standards for all foods and beverages <b>served</b> to students <b>after</b> the school day, including, before/after care on school grounds, clubs, and after school programming.	<b>2</b>
<b>NS11</b>	Addresses nutrition standards for all foods and beverages <b>sold</b> to students <b>after</b> the school day, including before/after care on school grounds, clubs, and after school programming.	<b>2</b>

NS12	Addresses food not being used as a reward.	1
NS13	Addresses availability of free drinking water throughout the school day.	2
<b>Subtotal for Section 3</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	<b>100</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	<b>63</b>

[Click here for Nutrition Standards Resources](#)

#### Section 4. Physical Education and Physical Activity

**Rating**

PEPA1	<del>✗</del> There is a written physical education curriculum for grades K-12.	1
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	2
PEPA3	Physical education promotes a physically active lifestyle.	2
PEPA4	Addresses time per week of physical education instruction for all elementary school students.	0
PEPA5	Addresses time per week of physical education instruction for all middle school students.	0
PEPA6	Addresses time per week of physical education instruction for all high school students.	0
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	0
PEPA8	Addresses providing physical education training for physical education teachers.	2
PEPA9	Addresses physical education exemption requirements for all students.	0
PEPA10	Addresses physical education substitution for all students.	0
PEPA11	<del>✗</del> Addresses family and community engagement in physical activity opportunities at all schools.	0
PEPA12	<del>✗</del> Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	2
PEPA13	Addresses recess for all elementary school students.	1
PEPA14	<del>✗</del> Addresses physical activity breaks during school.	1
<b>Subtotal for Section 4</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 14 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	<b>50</b>



**Strength Score:**

Count the number of items rated as "2" and divide this number by 14 (the number of items in this section). Multiply by 100.

**29**

[Click here for Resources on Physical Activity in Schools](#)







**Section 5. Wellness Promotion and Marketing****Rating**

<b>WPM1</b>	Encourages staff to model healthy eating and physical activity behaviors.	<b>1</b>
<b>WPM2</b>	 Addresses strategies to support employee wellness.	<b>0</b>
<b>WPM3</b>	Addresses using physical activity as a reward.	<b>1</b>
<b>WPM4</b>	Addresses physical activity not being used as a punishment.	<b>0</b>
<b>WPM5</b>	Addresses physical activity not being withheld as a punishment.	<b>2</b>
<b>WPM6</b>	Specifies marketing to promote healthy food and beverage choices.	<b>0</b>
<b>WPM7</b>	 Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	<b>2</b>
<b>WPM8</b>	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	<b>0</b>
<b>WPM9</b>	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	<b>0</b>
<b>WPM10</b>	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers).	<b>0</b>
<b>WPM11</b>	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system).	<b>0</b>
<b>WPM12</b>	Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education).	<b>0</b>
<b>Subtotal for Section 5</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 12 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	<b>33</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). Multiply by 100.	<b>17</b>

[Click here for Wellness Promotion and Marketing Resources](#)

## Section 6. Implementation, Evaluation & Communication

Rating

IEC1	Addresses the establishment of an ongoing district wellness committee.	2
IEC2	 Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.	1
IEC3	 Identifies the officials responsible for the implementation and compliance of the local wellness policy.	0
IEC4	 Addresses making the wellness policy available to the public.	0
IEC5	 Addresses the assessment of district implementation of the local wellness policy at least once every three years.	0
IEC6	 Triennial assessment results will be made available to the public and will include:	0
IEC7	 Addresses a plan for updating policy based on results of the triennial assessment.	0
IEC8	Addresses the establishment of an ongoing school building level wellness committee.	0
<b>Subtotal for Section 6</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	<b>25</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	<b>13</b>

[Click here for Resources for Wellness Policy Development, Implementation and Evaluation](#)

## Overall District Policy Score

<b>Total Comprehensiveness</b> Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	<b>District Score</b> 65
<b>Total Strength</b> Add the strength scores for each of the six sections above and divide this number by 6.	<b>District Score</b> 40

# WORKSHEET 3: IDENTIFY CONNECTIONS BETWEEN POLICY AND PRACTICE

This worksheet includes four sections that assess the connections between the written wellness policy and the district and school practices.

**Instructions:** Print out the WellSAT 3.0 Scorecard and Scorecard for the WellSAT-I. With the two scorecards side by side, go through each section and identify the following using Worksheet 3:



All items that received a written policy score of 2 and an interview practice score of 2. These are your district's Strong Policies and Aligned Practices. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 1 or 2 and an interview practice score of 0 or 1. These are items where you need to Create Practice Implementation Plans. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 0 or 1 and an interview practice score of 2. These items are where your district should Update Policies. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 0 or 1 and an interview practice score of 0 or 1. These items represent Opportunities for Growth. List items in this section on Worksheet 2, starting with those that are federally required.

## SECTION 1: STRONG POLICIES AND ALIGNED PRACTICES





This document identifies where the district has a strong policy and is fully implementing practices that align with the policy.

- ▶ Describe the items that received a written policy score of 2 and an interview practice score of 2. **Start with the Federal Requirements for each section.**

Item number	Item description
	<p>Section 1. Nutrition Education</p> <p>Adelbrook Academy (formerly The Learning Center) aims to teach, model, encourage, and support healthy eating by students. The nutrition education curriculum is developmentally appropriate for our population and teaches skills that are behavior focused , interactive, and/or participatory.</p>
	<p>Section 2: Standards for USDA Child Nutrition Programs and School Meals</p> <p>Adelbrook Academy is in compliance with all federal requirements/USDA nutrition standards for reimbursable school meals. All school meals are prepared by food service staff and have/will receive annual training in accordance with USDA professional standards. Adelbrook participates in National School Lunch Program and the School Breakfast Program, making all meals accessible to all students. Drinking water is available to all students throughout the day. Students are offered USDA Smart Snacks and fresh fruit every day.</p>
	<p>Section 3: Nutrition Standards for Competitive and Other Foods and Beverages</p> <p>All foods and beverages offered at Adelbrook meet or exceed the USDA Smart Snacks in School nutrition standards. No competitive foods or beverages are given to students by the food services department. There are no vending machines located at Adelbrook.</p>
	<p>Section 4: Physical Education and Physical Activity</p> <p>Our PE program promotes a physically active lifestyle because of the structure and organization of the activities taught to students. They are provided with options using certain equipment, time to complete tasks, time to succeed and time to practice. The</p>



PE teacher advocates for being physically active every day and doing one's best in an activity that they enjoy. There is a written physical education curriculum for each grade at Adelbrook Academy. PE classes are taught by certified, licensed teachers who are endorsed to teach PE.

#### Section 5: Wellness Promotion and Marketing

Adelbrook Academy is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The school strives to teach students how to make informed choices about nutrition, health, and physical activity. As such, foods and beverages are not marketed or promoted to any of our students or staff on the school campus. Food service posts nutrition education materials, distributed by the state of CT, in the dining room for all students and staff to view.

#### Section 6: Implementation, Evaluation & Communication

Adelbrook Academy's Wellness Policy was updated during the 2021-2022 school year. Currently, food service staff meet with RD and OT quarterly. Adelbrook's wellness committee is a work in progress, as all but one of the committee's members have recently moved on. Our plan is to reformulate a wellness committee that meets quarterly. The purpose will be, as it was previously, to establish goals for, and oversee school health and safety policies and programs, including development, implementation and monitoring of health curriculum and wellness policy. The Wellness Committee will continue to update or modify the wellness policy every three years based on school priorities, our community needs, new health/science technology, and new federal or state guidance.

## SECTION 2: CREATE PRACTICE IMPLEMENTATION PLAN



This document identifies areas where there is a strong or weak policy, but practice implementation is either absent or limited. The Connecticut State Department of Education (CSDE) recommends working with key stakeholders and developing a plan to fully implement the policy as written.

- ▶ Enter the items that received a written policy score of 1 or 2 and an interview practice score of 0 or 1. **Start with the Federal Requirements for each section.**

Item number	Item description
	<p>Section 1. Nutrition Education</p> <p>Adelbrook's policy of addressing agriculture and the food environment is not being fully implemented in some classes. We are developing an organic garden on our property which will begin this Spring. We will also start utilizing our green house. Both of these will encourage class participation, and the food will be utilized in our meals as well.</p>
	<p>Section 2: Standards for USDA Child Nutrition Programs and School Meals</p> <p>All standards for the USDA Child Nutrition Program have been met and there are no strategies for improvement at this time.</p>
	<p>Section 3: Nutrition Standards for Competitive and Other Foods and Beverages</p> <p>All Nutrition Standards for Competitive and Other Foods and Beverages have been met and there are no strategies for improvement at this time.</p>
	<p>Section 4: Physical Education and Physical Activity</p> <p>All standards for Physical Education and Physical Activity have been met and there are no strategies for improvement at this time.</p>
	<p>Section 5: Wellness Promotion and Marketing</p> <p>The Food Services Department will be implementing quarterly taste testing to encourage students to try new foods/USDA-standardized recipes, as we develop new menus.</p>

## Section 6: Implementation, Evaluation & Communication

Once the Wellness Committee is established, we will meet on a regular basis throughout the year to assess the Wellness Policy goals are being met. Wellness Committee will update policy as needed, and all updates will be made available to the public.

## SECTION 3: UPDATE POLICIES

This document identifies areas where the LEA is (a) fully implementing practices but there is no or only weak language in the written policy, or (b) partially implementing practices with no policy language. Best practice is to update the policy to match the implementation level.



- ▶ Enter the items that received a written policy score of 0 or 1 **and** an interview practice score of 2. **Start with the Federal Requirements for each section.**

Item number	Item description
	<b>Section 1. Nutrition Education</b>  We are developing an organic garden on our property which will begin this Spring. We will also start utilizing our green house. Both of these will encourage class participation, and the food will be utilized in our meals as well.
	<b>Section 2: Standards for USDA Child Nutrition Programs and School Meals</b>  Adelbrook complies with USDA nutrition standards for reimbursable school meals.
	<b>Section 3: Nutrition Standards for Competitive and Other Foods and Beverages</b>  All Nutrition Standards for Competitive and Other Foods and Beverages have been met and there are no strategies for improvement at this time.

#### **Section 4: Physical Education and Physical Activity**

All standards for Physical Education and Physical Activity have been met and there are no strategies for improvement at this time.

#### **Section 5: Wellness Promotion and Marketing**

When our new wellness committee is established, we will enhance our current wellness activities with all Adelbrook staff.

#### **Section 6: Implementation, Evaluation & Communication**

Once the Wellness Committee is established, we will meet on a regular basis throughout the year year to assess the Wellness Policy goals are being met. Wellness Committee will update policy as needed, and all updates will be made available to the public.

# WORKSHEET 4: SUMMARY OF FINDINGS

This worksheet can be used to create narrative descriptions to post alongside sections from **Worksheet 3: Identifying Connections between Policy and Practice**. The purpose of these narratives is to describe the district's progress toward meeting their wellness goals. Not all districts will have information to share in all four sections.



## SECTION 1: STRONG POLICIES AND ALIGNED PRACTICES

If applicable, write a narrative below to describe your district's areas of success in meeting its wellness goals.

[Type your response here]

**Adelbrook's educational programs recognize the importance of promoting a healthy school environment for all students, and emphasize healthy eating and physical activity. Students who adopt these habits are more likely to succeed academically and socially in school. The school programs have comprehensive health and physical education curricula that adhere to current USDA Dietary guidelines, and the Connecticut Common Core of Teaching. They encourage physical activity both during and after school. In addition, school breakfasts and lunches provide food and beverages in accordance with the standards set by the Secretary of Agriculture.**



## SECTION 2: CREATE PRACTICE IMPLEMENTATION PLAN

If applicable, write a narrative below to describe how your district will create practice implementation plans to ensure full compliance with all elements of the LSWP.

[Type your response here]

**N/A**



## SECTION 3: UPDATE POLICIES

If applicable, write a narrative below to describe how the district will update its policy to include all federally required items. You may also add plans for additional policy updates if desired.

[Type your response here]

**A new wellness committee is in the developmental stages.**

**Wellness policy will be made available to the public.**



## **SECTION 4: OPPORTUNITIES FOR GROWTH**

If applicable, write a narrative below to describe how your district will update its policy and practices to include all federally required items. You may also add plans for additional wellness goals if desired.

**We will have gardens on campus and utilize our greenhouse.**