

COVENTRY PUBLIC SCHOOLS

SCHOOL WELLNESS REPORT

2019-2020

THINK ABOUT THE LINK



ACADEMIC • SOCIAL • EMOTIONAL • PHYSICAL • BEHAVIORAL
— WHOLE CHILD —



UCONN
RUDD CENTER
FOR FOOD POLICY & OBESITY



BACKGROUND

The purpose of written School Wellness Policies is to ensure that school districts have a comprehensive plan to support student health. School wellness policies have been required by federal law for all districts participating in the federal meal programs since 2006. Additional requirements were released in 2016.

Current federal regulations require that districts create a committee of key stakeholders and write a policy that addresses multiple domains of health promotion. These include: nutrition education; school meals; food sold or served outside of school meals; physical education; opportunities for additional physical activity; limiting unhealthy food marketing; and a plan to review and revise the policy in regular intervals. Many districts address other components of school health as conceptualized by the Whole School, Whole Community, Whole Child (WSCC) model.

This project is a collaboration between the Connecticut State Department of Education and two University of Connecticut centers – the Collaboratory on School and Child Health and the Rudd Center for Food Policy and Obesity. The aim is to support Connecticut districts in assessing their (a) written policies and (b) current practices concerning an array of wellness topics. This report can be used by the district as a component of its self-assessment, due June 30, 2021 to the Connecticut State Department of Education.

PROJECT TIMELINE

POLICY REVIEW FALL 2019

The UConn team downloaded Coventry's entire Policy Manual from their district website.

- The team evaluated and scored these documents using the WellSAT WSCC measure.
- A Detailed Policy Report and Summary Report were created.
- The Detailed Policy Report lists each of the 112 items on the WellSAT WSCC, the score (0=no policy; 1=weak policy; 2=strong policy), and the policy text used to determine the score.
- The Summary Report is a one-page overview of the district's scores on each of the 11 subscales.

POLICY FEEDBACK WINTER 2020

The UConn team provided the Superintendent of Coventry Public Schools, Dr. David J. Petrone, the WellSAT WSCC Summary Report and Detailed Policy Report and invited Coventry to participate in the interview process.

- Superintendent Petrone identified the stakeholders for the interviews related to nutrition, physical activity, and the work of the wellness committee.
- Superintendent Petrone identified Employee Wellness as an additional priority area from the WSCC model. He identified the stakeholders to interview about the practices relevant to that domain.

INTERVIEWS SPRING 2020

The UConn team interviewed five stakeholders:

- High School PE and Health Teacher
- Grades 3-5 PE and Health Teacher
- Food Service Director
- Elementary School Principal
- Middle School Assistant Principal



REVIEW FINDINGS SUMMER 2020

The aim of this report is to present the results of the policy review and interviews for Coventry Public Schools across three categories:

- Section I: Federal requirements related to school wellness for the 2019-2020 school year
- Section II: Traditional wellness domains of nutrition education, school meals, nutrition standards; physical education and physical activity; and wellness promotion and marketing. These items are taken from the WellSAT 3.0 tool (www.wellsat.org).
- Section III: The WSCC domain of Employee Wellness was selected by Coventry Public Schools as a current priority.



WRITTEN POLICY SCORE

The findings identify the Written Policy Score. This is a score of 0, 1, or 2 based on our review of the written policies.

0 = no policy

1 = weak policy

2 = strong policy

INTERVIEW PRACTICE SCORE

This is a score of 0, 1, or 2 based on our interviews with key stakeholders.

0 = the practice is not implemented

1 = the practice is partially or inconsistently implemented

2 = the practice is fully implemented

For each topic, the combination of the Written Policy Score and the Interview Practice Score are considered to identify one of the following 4 recommendations:

STRONG POLICIES & ALIGNED PRACTICES



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

UPDATE POLICIES



This identifies items where the district is fully implementing a practice but there is no or only weak language in the written policy, or where the district is partially implementing practices and there is no language in the policy. The recommendation is to update the written policy to match the current level of practice implementation.

CREATE PRACTICE IMPLEMENTATION PLAN



This identifies areas where there is a strong or weak policy, but practice implementation is either absent or limited. The recommendation is to work with the key stakeholders and develop a plan to fully implement the policy as written.

OPPORTUNITY FOR GROWTH












This identifies areas where the district has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way. The recommendation is to determine whether or not this is a priority area, and if so, update the policy and create a practice implementation plan.

SECTION 1:

FEDERAL REQUIREMENTS

This section includes topics that are required by federal law to be included in all district wellness policies. These were originally described in the 2004 WIC Reauthorization Act and were expanded in the 2010 Healthy Hunger-Free Kids Act. These requirements focus primarily on nutrition, physical activity, and the process of writing and reviewing the wellness policy.

DESCRIPTION	WRITTEN POLICY SCORE	INTERVIEW PRACTICE SCORE	PLAN
1. Includes goals for nutrition education that are designed to promote student wellness.	2	2	
2. Includes goals for physical activity that are designed to promote student wellness	2	2	
3. Assures compliance with USDA nutrition standards for reimbursable school meals	1	2	
4. District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	0	2	
5. Free drinking water is available during meals.	2	2	
6. Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	1	2	
7. Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.	2	2	
8. Addresses fundraising with food to be consumed during the school day.	2	2	
9. Regulates food and beverages served at class parties and other school celebrations.	1	0	

SECTION 1:

FEDERAL REQUIREMENTS



DESCRIPTION	WRITTEN POLICY SCORE	INTERVIEW PRACTICE SCORE	PLAN
10. Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	1	2	
11. 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	2	
12. Identifies the officials responsible for the implementation and compliance of the local wellness policy.	2	2	
13. Addresses making the wellness policy available to the public.	2	2	
14. Addresses the assessment of district implementation of the local wellness policy at least once every three years.	1	2	
15. Triennial assessment results will be made available to the public and will include: (a) The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; (b) The extent to which the LEA's local school wellness policy compares to model local school wellness policies; and (c) A description of the progress made in attaining the goals of the local school wellness policy.	2	1	
16. Addresses a plan for updating policy based on results of the triennial assessment.	1	2	

KEY FINDINGS ON FEDERAL REQUIREMENTS

STRONG POLICIES & ALIGNED PRACTICES



Coventry has strong written policies and is fully implementing aligned practices in 7 of the 16 domains. The district has successfully identified and implemented goals for nutrition education and physical activity that are designed to promote student wellness. Related to the foods and beverages provided to students, all items sold during the school day and included in fundraisers comply with USDA standards. Free drinking water is also available during school meals. The wellness policy is available to the public and a district level official is responsible for ensuring policy compliance.



UPDATE POLICIES

There are seven areas that Coventry is already implementing practices aligned with an item but the written policy does not address the activities. We recommend updating the school wellness policy to include the following areas:

1. (Item 3) The food service director assures that reimbursable school meals comply with USDA nutrition standards. The policy language can be strengthened to reference the specific standards, such as by stating, "as specified in 7 CFR 210.10 or 220.8, as applicable. The link to USDA nutrition standards can be found here: <https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>."
2. (Item 4) The food service director reported that the point of sale system completely protects the privacy of students who qualify for free or reduced priced meals. Although the policy refers to the corresponding federal law, it can be strengthened to include specific methods used to ensure privacy.
3. (Item 6) Although the food and nutrition staff receive annual training, the policy language can be strengthened to indicate that USDA professional standards requirements are being met. We recommend also including the link to the USDA Professional Standards found here: <https://www.gpo.gov/fdsys/pkg/FR-2015-03-02/pdf/2015-04234.pdf>
4. (Item 10) All marketing on the school campus is reported by the food service director to only include products that are compliant with the Healthy Food Certification standards. The policy language can be strengthened to indicate marketing **will** comply with the Healthy Food Certification standards, and therefore the Smart Snacks standards, instead of indicating marketing **should** be consistent with general nutrition education and health promotion.



5. (Item 11) Although a wide variety of stakeholders are involved in the development, implementation, and review of the policy, the policy can be strengthened to include the plan of how to actively recruit these members (i.e., sending emails to the school community, posting in the central areas of school buildings).

6. (Item 14) Since the policy includes a process for assessing the policy, it can be strengthened to include that this review is required and the specific means of assessment, such as the WellSAT.

7. (Item 16) Since the WellSAT is being used to guide revisions, the policy can be updated to state that the policy is assessed using the WellSAT and a committee decides which topics to revise based on priorities and resources.

OPPORTUNITY FOR GROWTH



6. (Item 9) The interviewees indicated the district is still attempting to regulate food and beverages served at school celebrations. While requesting healthy alternatives is a strong step in the right direction, progress in policy and practice can still be made to ensure all items meet the standards.

CREATE PRACTICE IMPLEMENTATION PLAN










5. (Item 15) Related to how triennial assessment results will be made available to the public, practice can be improved by ensuring that the results indicate the extent to which schools under the jurisdiction of the district are in compliance with the local school wellness policy and include a description of the progress made in attaining the goals of the local school wellness policy. Best practice directs that this information be added along with the existing information that shares to what extent the policy compares to model policies.



SECTION 2:

ADDITIONAL WELLNESS ITEMS FROM WELLSAT 3.0

This section includes additional items from the WellSAT 3.0 that go beyond the federal requirements and are considered best practices in the field. These items are in the traditional wellness domains of nutrition, physical activity, wellness promotion & marketing, and communication, and evaluation.

DESCRIPTION	WRITTEN POLICY SCORE	INTERVIEW PRACTICE SCORE	PLAN
NUTRITION EDUCATION (NE)			
NE2. Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	2	2	
NE3. All elementary school students receive sequential and comprehensive nutrition education.	2	0	
NE4. All middle school students receive sequential and comprehensive nutrition education.	2	2	
NE5. All high school students receive sequential and comprehensive nutrition education.	2	1	
NE6. Nutrition education is integrated into other subjects beyond health education	2	2	
NE7. Links nutrition education with the school food environment.	1	2	
NE8. Nutrition education addresses agriculture and the food system.	0	0	

SECTION 2:

ADDITIONAL WELLNESS ITEMS FROM WELLSAT 3.0 (NUTRITION)



DESCRIPTION	WRITTEN POLICY SCORE	INTERVIEW PRACTICE SCORE	PLAN
SCHOOL MEALS (SM)			
SM2. Addresses access to the USDA School Breakfast Program	1	2	
SM4. Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	0	2	
SM5. Specifies how families are provided information about determining eligibility for free/reduced priced meals.	0	2	
SM6. Specifies strategies to increase participation in school meal programs.	2	2	
SM7. Addresses the amount of "seat time" students have to eat school meals.	2	2	
SM10. Addresses purchasing local foods for the school meals program.	0	2	
NUTRITION STANDARDS (NS)			
NS2. USDA Smart Snack standards are easily accessed in the policy.	0	2	

SECTION 2:

ADDITIONAL WELLNESS ITEMS FROM WELLSAT 3.0



DESCRIPTION	WRITTEN POLICY SCORE	INTERVIEW PRACTICE SCORE	PLAN
NUTRITION STANDARDS (NS)			
NS3. Regulates food and beverages sold in a la carte.	2	2	★
NS4. Regulates food and beverages sold in vending machines	2	2	★
NS5. Regulates food and beverages sold in school stores.	2	2	★
NS6. Addresses foods and beverages containing caffeine at the high school level	2	2	★
NS10. Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming.	0	2	📝
NS11. Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming	0	2	📝
NS12. Addresses food not being used as a reward.	2	2	★
NS13. Addresses availability of free drinking water throughout the school day.	0	2	📝

KEY FINDINGS

ON NUTRITION RELATED POLICIES AND PRACTICES

STRONG POLICIES & ALIGNED PRACTICES



Coventry has strong policies and practices in 10 of the 22 areas concerning nutrition. The district is teaching skills that are behavior focused, participatory, and culturally relevant, as well as integrating nutrition education into other subjects such as the sciences. At the middle school level, students are receiving sequential and comprehensive nutrition education.

Further, the food service director discussed various strategies used to increase participation in the school meal programs, including the use of surveys and taste tests. By providing the opportunities for taste tests, students have been able to *"try some vegetables and grains that they wouldn't necessarily have exposure to."* In addition to trying these new foods, students can earn stickers as rewards and even *"decide if this is a new item they want on their menu."*

Corresponding with school meals, policies and practices are in place to ensure students have adequate "seat time" to eat their meals. The amount of time students wait in line is considered and strategies have been implemented to decrease these wait times. Strategies at the elementary schools include lining the students by their lunch order. In practice, this can look like *"all the pizzas come in, the hot dogs come in, and then all the yogurt plates come in,"* which reportedly *"really just moves it along quicker."*

Beyond the cafeteria, the food service director reports that food is not being used as a reward, which is considered best practice. She states, *"My principals assure me that we're pretty golden there."*

Also within the area of nutrition standards, the district has strong regulation of food and beverages sold à la carte, vending machines, and school stores. The food service director also ensures that no foods and beverages containing caffeine are sold at the high school level.

UPDATE POLICIES



Interviewees reported nine practices that are being implemented, but are not yet in the written policy. We recommend adding language in these areas.

1. (Item NE7). The policy indicates that the school environment links with nutrition education and the interviewees identified concrete practices that are implemented. However, the policy can be strengthened to include the concrete ways this integration occurs.
2. (Item SM2) The policy mentions that breakfast is served in the district; however, the policy can be strengthened to specifically reference the USDA School Breakfast Program and/or CFR Part 220.
3. (Item SM4) Although the food service director described the ways children with unpaid meal balances are fed without being stigmatized, information related to this process was not found in the policy. We suggest directly stating in the policy that students with unpaid meal balances will be given the regular reimbursable meal and will not be stigmatized.
4. (Items SM5) The policy does not include the strategies used to alert families about free or reduced priced meals even though multiple strategies have been implemented. The district may want to consider adding policy language describing how parents will be notified each year about the availability of free or reduced priced meals.
5. (Item SM10) The food service director described the substantial efforts made to purchase local foods for the school meal programs, referencing contracts with local farms and the variety of fruits obtained. The policy does not mention these efforts, therefore we suggest stating that local foods will be purchased and promoted for the school meals.
6. (Item NS2) The policy clearly states that the Smart Snacks standards and the Connecticut Healthy Food Certification standards will be followed for all food served and sold in school. However, a parent or teacher reading the policy may not know exactly what these standards are or where to find them. We recommend adding a link in the policy to one of the online resources to help community members easily identify which snacks meet the standards.
CT nutrition standard guidance: <https://portal.ct.gov//media/SDE/Nutrition/HFC/CNS/SummaryCNS.pdf>
USDA Smart Snacks standards: <https://www.fns.usda.gov/school-meals/tools-schools-focusing-smart-snacks>
7. (Items NS10 and NS11) The policy does not address whether items served or sold after the school day meet the standards. We suggest indicating that all foods and beverages served and sold to students after the school day will meet the Healthy Food Certification and Smart Snack standards, and also specifically address before/after care on school grounds, clubs, and/or after school programming.
8. (Item NS13) Although water fountains and filling stations are available throughout the school day, we suggest stating in policy that free water is always available for students.

CREATE PRACTICE IMPLEMENTATION PLAN



1. (Items NE3 and NE5) The policy states that sequential and comprehensive nutrition education will be provided at each grade level. When asked about the implementation of this policy, the respondents said that there was not a dedicated time to cover nutrition in elementary schools. Additionally, nutrition education was reported to not extend to 11th and 12th grade students at the high school level. We recommend providing sequential and comprehensive nutrition education at each grade level to align with best practices.

OPPORTUNITY FOR GROWTH











1. (Item NE8) Current best practices in nutrition education extend beyond individual health to include how nutrition connects with agriculture and the food system. Therefore, if this is considered a district priority, we encourage adoption of this practice through the creation of specific activities for students that will develop their knowledge in this area, such as creating a school garden, starting a garden club, or visiting local farms on field trips. In policy, it will then be important to state that students will receive this education about agriculture and the food system through those specific activities.



SECTION 2:

ADDITIONAL WELLNESS ITEMS FROM WELLSAT 3.0 (PHYSICAL ACTIVITY & EDUCATION)

This section includes additional items from the WellsAT 3.0 that go beyond the federal requirements and are considered best practices in the field. These items are in the traditional wellness domains of nutrition, physical activity, wellness promotion & marketing, and communication, and evaluation.

DESCRIPTION	WRITTEN POLICY SCORE	INTERVIEW PRACTICE SCORE	PLAN
PHYSICAL EDUCATION AND PHYSICAL ACTIVITY (PEPA)			
PEPA1. There is a written physical education curriculum for grades K-12.	1	2	
PEPA2. The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	0	2	
PEPA3. Physical education promotes a physically active lifestyle.	2	2	
PEPA4. Addresses time per week of physical education instruction for all elementary school students.	0	0	
PEPA5. Addresses time per week of physical education instruction for all middle school students.	0	0	
PEPA6. Addresses time per week of physical education instruction for all high school student.	0	0	
PEPA7. Addresses qualifications for physical education teachers for grades K-12.	0	2	
PEPA8. Addresses providing physical education training for physical education teachers.	0	2	

SECTION 2:

ADDITIONAL WELLNESS ITEMS FROM WELLSAT 3.0 (PHYSICAL ACTIVITY & EDUCATION)



DESCRIPTION

WRITTEN
POLICY
SCORE

INTERVIEW
PRACTICE
SCORE

PLAN

PHYSICAL EDUCATION AND PHYSICAL ACTIVITY (PEPA)

PEPA9. Addresses physical education exemption requirements for all students.

0

2



PEPA10. Addresses physical education substitution for all students.

0

2



PEPA11. Addresses family and community engagement in physical activity opportunities at all schools.

0

1



PEPA12. Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.

2

1



PEPA13. Addresses recess for all elementary school students.

2

2



PEPA14. Addresses physical activity breaks during school.

2

2



PEPA15. Joint or shared-use agreements for physical activity participation at all schools

2

2



PEPA16. District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.

1

1



KEY FINDINGS

ON PHYSICAL EDUCATION & PHYSICAL ACTIVITY POLICIES AND PRACTICES

STRONG POLICIES & ALIGNED PRACTICES



There are four areas in which Coventry has strong written policies concerning physical education and physical activity and is fully implementing the practices.

Notably, physical education promotes a physically active lifestyle by aiming to develop life skills, instead of focusing on sports-specific skills. For example, classes incorporate how to create healthy goals and identify the amount of time spent engaging in sedentary versus active behavior. Staff also initiate conversations related to what activities students can engage in outside of school, both when indoors and outdoors, and with other individuals.

Related to physical activity beyond P.E. classes, Coventry also ensures all elementary school students receive at least 20 minutes of daily recess and all grades receive physical activity breaks during the school day. On some occasions, the physical education teachers have collaborated with classroom teachers to identify activities for the physical activity breaks.

Schools in Coventry additionally have joint-use agreements with community partners. The elementary physical education teacher indicated that *"our facilities are well-used."*

UPDATE POLICIES



Interviewees reported six practices that are being implemented, but are not yet in the written policy. We recommend adding language in these areas.

1. (PEPA1) The physical education teachers indicated that the physical education curriculum is implemented in each grade. Therefore, the policy can be strengthened by describing the comprehensive physical education curriculum and specifying that implementation occurs in each grade.
2. (PEPA2) Similarly, we suggest specifying in policy that the written physical education curriculum for each grade aligns with national and/or state physical education standards.
3. (PEPA7) All of the physical education teachers are state certified or licensed. Therefore, we suggest directly addressing these qualifications in the policy.
4. (PEPA8) The interviewees indicated that professional development is provided each year. Therefore, it should be added to the policy that physical education teachers are required to receive annual professional development specific to physical activity/physical education content.
5. (PEPA9 and 10) The physical education teachers indicated that there are no exemptions or substitutions for physical education, which is considered a best practice. The policy should therefore state that exemptions and substitutions are prohibited.

CREATE PRACTICE IMPLEMENTATION PLAN



3. (PEPA12) The policy states, "Increase opportunities for physical activities for students, including but not limited to Physical Education class and after school activities." At the high school and middle school levels, after school sports are available. However, the interviewees indicated that before school activities are not available at this time. At the elementary school level, before and after school activities have previously been offered, but neither are currently available at this time. Best practice is to ensure that students have opportunities to engage in physical activity before and after school at all levels, therefore the district should consider adding these activities.

OPPORTUNITY FOR GROWTH



1. (PEPA 4, 5, 6) The first opportunity for growth is increasing the amount of time students engage in physical education. National physical education recommendations include spending 150 minutes per week at the elementary level and 225 minutes per week at the middle/high school level; however, students in Coventry do not participate in physical education for this amount of time. Although these changes may require structural and scheduling alterations, this is considered best practice.








2. (PEPA11) The wellness policy does not address family and community engagement in physical activity opportunities at the schools. Encouragingly, the interviewee described that a one-mile/5k event was started this year in which parents and students participated. We recommend expanding to provide additional activities and adding language about requiring these activities in the wellness policy.

3. (PEPA16) Students are encouraged to engage in active transport to school and interviewees report some participation by students. The district might consider developing an active transport program at each of the schools and then reflecting that practice in the policy.




SECTION 2:

ADDITIONAL WELLNESS ITEMS FROM WELLSAT 3.0 (WELLNESS PROMOTION & IMPLEMENTATION)

DESCRIPTION	WRITTEN POLICY SCORE	INTERVIEW PRACTICE SCORE	PLAN
WELLNESS PROMOTION & MARKETING (WPM)			
WPM2. Addresses strategies to support employee wellness.	1	2	
WPM3. Addresses using physical activity as a reward	2	2	
WPM4. Addresses physical activity not being used as a punishment	2	2	
WPM5. Addresses physical activity not being withheld as a punishment.	2	2	
WPM8. Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment)	1	2	
WPM9. Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	1	2	
WPM10. 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, etc.)	1	2	

SECTION 2:

ADDITIONAL WELLNESS ITEMS FROM WELLSAT 3.0 (WELLNESS PROMOTION & IMPLEMENTATION)

DESCRIPTION	WRITTEN POLICY SCORE	INTERVIEW PRACTICE SCORE	PLAN
WELLNESS PROMOTION & MARKETING (WPM)			
WPM11. Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, on school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, or announcements on the public announcement (PA) system)	1	2	
WPM12. 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).	1	0	
IMPLEMENTATION, EVALUATION, & COMMUNICATION (IEC)			
IEC1. Addresses the establishment of an ongoing district wellness committee	2	2	
IEC8. Addresses the establishment of an ongoing school building level wellness committee	0	0	

KEY FINDINGS

ON WELLNESS PROMOTION & MARKETING AND IMPLEMENTATION, EVALUATION, & COMMUNICATION

STRONG POLICIES & ALIGNED PRACTICES



Coventry has strong policies and is fully implementing practices corresponding with four items in this section.

Related to developing student perceptions, physical activity is being used as a reward in schools. For example, the elementary physical education teacher mentioned classroom teachers will reward students with time in the gymnasium if students finish their work before the class period ends, adding *"that's a huge motivator"* for students. She included that classroom teachers or substitutes will offer time in the gymnasium, while in other cases students will select the activity from a variety of rewards.

Correspondingly, physical activity is not being used or withheld as punishment. Interviewees were confident neither of these practices were in place, as is written in the policy.

Lastly, a district wellness committee has clearly been established. The committee is ongoing and meetings occur regularly.

UPDATE POLICIES



1. (WPM2) Although the policy mentions supporting employee wellness, the policy can be strengthened to include specific strategies or opportunities, such as health and wellness classes, healthy snacks in the break room, or availability of school physical activity equipment for employees.

2. (WPM 8, WPM9, WPM10, WPM11) Maintaining commercial-free schools is a best practice, and Coventry has strong practices related to prohibiting food and beverage marketing. Therefore, the policy can be updated to state that advertising of food and beverages that do not meet Smart Snack nutrition standards are prohibited on school property. Coventry's policy can even further state that food and beverage advertising of any kind is prohibited.

Also, as noted in the interviews, some questions arose about whether Gatorade was advertised on sports water coolers. We recommend checking to make sure these advertisements are not present.

CREATE PRACTICE IMPLEMENTATION PLAN



All policies in this section were reported as fully implemented.

OPPORTUNITY FOR GROWTH






(Item WPM12) Current best practice includes that schools will not participate in fundraising programs promoting brands or food and beverage companies, including Box Tops for Education. Coventry can consider discontinuing this incentive program and then updating corresponding policy.

(Item IEC8) Although a district wellness committee has been established, best practice is to also implement school building level wellness committees. These committees are ideally ongoing and meet regularly. Coventry therefore may consider creating wellness committees at the school level.

SECTION 3: POLICY & PRACTICE ITEMS FROM THE WELLSAT WSCC

Coventry chose one additional domain from the WSCC model for us to assess: Employee Wellness

DESCRIPTION	WRITTEN POLICY SCORE	INTERVIEW PRACTICE SCORE	PLAN
EMPLOYEE WELLNESS			
EW1. Designates employee wellness as a priority in the district organization structure.	2	2	
EW2. Addresses sharing of health education materials with school employees.	0	2	
EW3. Addresses coordination with health insurance providers to conduct health risk screening.	0	0	

SECTION 3:

POLICY & PRACTICE ITEMS FROM THE WELLSAT WSCC

DESCRIPTION	WRITTEN POLICY SCORE	INTERVIEW PRACTICE SCORE	PLAN
EMPLOYEE WELLNESS			
EW4. Addresses creating an environment that supports employees' healthy lifestyles.	1	1	
EW5. Addresses social and emotional supports for school employees including the use of Employee Assistance Programs or other programs.	2	1	
EW6. Includes use of employee input in design and evaluation of employee wellness programs.	0	1	
EW7. Addresses tobacco use by school employees.	2	2	
EW8. Encourages staff to model healthy eating and physical activity behaviors.	1	1	
EW9. Addresses promotion of a positive workplace climate.	2	2	
EW10. Addresses space and break time for lactation/breast feeding	0	1	
EW11. Addresses methods to encourage participation in available wellness programs.	0	1	

KEY FINDINGS

ON EMPLOYEE WELLNESS

STRONG POLICIES & ALIGNED PRACTICES



There are three areas in which Coventry has strong written policies about employee wellness and is fully implementing the practices. The district clearly values the health and safety of employees by prohibiting smoking and the use of tobacco products, and promoting a positive workplace climate (EW7, EW9).

Stakeholders also highlighted multiple ways in which Coventry prioritizes employee wellness (EW1). Examples include a deliberate switch to offering healthier foods at meetings and professional developments, considering employees' nutritional needs (e.g., gluten free options), and providing alternative seating options (e.g., standing desks, exercise balls, etc.) to secretaries, interventionists, and teachers,

UPDATE POLICIES



There is one domain in which Coventry is implementing employee wellness practices, but the written policy does not reflect these activities. We recommend updating the school wellness policy to include the following information:

1. (EW2) Stakeholders reported that employees consistently receive health and wellness newsletters. Additionally, when there are specific health concerns (i.e., flu outbreak), employees are sent information via email or mail about how to stay healthy and safe. School leaders should incorporate policy language indicating that health education materials are regularly disseminated to school employees.

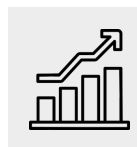
CREATE PRACTICE IMPLEMENTATION PLAN



There is one area in which Coventry includes language in the written policy, but the interviews suggested that the practice has not been fully or consistently implemented. We recommend focusing on implementation.

1. (EW5) The written policy clearly states that the district will provide programs and services to support the social and emotional wellbeing of staff. Interviewees shared that Coventry offers Employee Assistance Programs (EAPs) but were unsure of what is included; respondents also felt that the districts could strengthen social emotional supports to respond to employee mental health needs. We recommend creating a plan to ensure that employees are consistently made aware of EAPs and the kinds of supports provided through EAPs, and that this information is easily accessible.

OPPORTUNITY FOR GROWTH



There are six items we identified as areas for growth. More information about how to support employee wellness through policy and practice can be found at the [CSCH website](#).

1. (EW3) When asked about health risk screenings available to employees, stakeholders were only aware of a flu shot clinic that is offered to employees. The written policy did not address employee health risk screening. We recommend that Coventry consider ways in which the district can coordinate with health insurance providers to conduct health risk screenings, and include language addressing this in the policy.

2. (EW4) District policy states, "...the Board also seeks to promote a safe, healthy working environment for all employees..." When asked how schools provide an environment to support employees' healthy lifestyles, stakeholders discussed that while water purifiers are offered and there is a push to offer healthier meals, there is a general lack of physical activity opportunities (i.e., breaks for a walk during the work day) and inconsistent implementation of these practices across the district. We recommend 1) adding stronger language to the policy and 2) creating a more specific plan with strategies for supporting employees' healthy lifestyles.

3. (EW6) We recommend writing in the policy that employee input is sought and incorporated into the design and evaluation of employee wellness programs. Interview respondents shared that input regarding employee wellness programs is solicited through informal methods such as monthly meetings with union representatives and grade-level leaders, the school climate "cheer squad," and/or the sunshine club. The district may want to consider a plan to more directly and formally seek input for employee wellness programs, such as a periodic survey of all employees.

4. (EW8) In the written policy, we recommend including language that explicitly states that staff will model healthy eating and physical activity behaviors. Additionally, although interviewees suggested that employees would naturally model these behaviors, they reported that staff are not actively encouraged to model certain physical activity or healthy eating behaviors (i.e., eating fruits and vegetables) in front of students. The district may want to consider a plan to better support teachers as role models for healthy eating and physical activity (e.g., healthy-food meeting policies).

5. (EW10) It was reported in interviews that there is a designated lactation/ breastfeeding space (i.e., a private room within the nurse's office) in the middle school, but it was unclear whether this is a consistent practice throughout district schools. District leadership should ensure that all district schools are in compliance with law to ensure that all schools provide a space for lactation/breastfeeding and that this is added to written policy.

6. (EW11) Stakeholders shared that if wellness programs exist, they are communicated to employees. For example, one interviewee mentioned that there are flyers in the school building for free yoga classes; however, such communications were described as limited and inconsistent. We recommend engaging in regular, consistent communication related to available wellness programming and clearly addressing these efforts in written policy.