



# WPAT

Wellness Policy in Action Tool

## SHI and WellSAT Questions included in WPAT Middle and High School



**Centers for Disease  
Control and Prevention**  
National Center for Chronic  
Disease Prevention and  
Health Promotion



## Curriculum teaches skills using active learning strategies

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### WellSAT Question

**WellSAT NE2:** Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.

### SHI Question(s)

**Module 2 N.1:** Does your health education curriculum address all of these essential topics on healthy eating?

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to take steps to achieve the personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

**Module 2 CC.3:** Do all teachers of health education use [active learning strategies](#) and activities that students find enjoyable and personally relevant?

**Module 2 CC.4:** Do all teachers of health education provide opportunities for students to practice or rehearse the [skills needed to maintain and improve their health](#)

## Curriculum is required and aligns with standards (middle school)

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### WellSAT Question

**WellSAT NE4:** All middle school students receive sequential and comprehensive nutrition education.

### SHI Question(s)

**Module 2 N.1:** Does your health education curriculum address all of these essential topics on healthy eating? (see list in previous row)

**Module 2 CC.2:** Does your school or district require all students to take and pass at least one health education course?

**Module 2 CC.3:** Do all teachers of health education use an age-appropriate health education curriculum materials that are sequential and consistent with state or national standards for health education and the district's requirements for health education?

## Curriculum is required and aligns with standards (high school)

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### WellSAT Question

**WellSAT NE5:** All high school students receive sequential and comprehensive nutrition education.

### SHI Question(s)

**Module 2 N.1:** Does your health education curriculum address all of these essential topics on healthy eating? (see list in previous row)

**Module 2 CC.1:** Does your school or district require all students to take and pass at least one health education course?

**Module 2 CC.3:** Do all teachers of health education use an age-appropriate health education curriculum materials that are sequential and consistent with state or national standards for health education and the district's requirements for health education?

## Collaboration between school nutrition staff and teachers

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### WellSAT Question

**WellSAT NE7:** Links nutrition education with the school food environment.

### SHI Question(s)

**Module 4 N.9:** Question: Do nutrition services staff members use three or more of the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom? (click info button to view methods)

- Participate in design and implementation of nutrition education programs
- Display educational and informational materials that reinforce classroom lessons
- Provide food for use in classroom nutrition education lessons
- Provide ideas for classroom nutrition education lessons
- Teach lessons or give presentations to students
- Tasting party in collaboration with classroom teacher
- Presentation on nutrition and food services to PTA/PTSA/PTO
- Sports nutrition – collaboration with coaches
- Classroom tour of cafeteria or meet and greet with school nutrition staff

## Farm to school

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### WellSAT Question

**WellSAT NE8:** Nutrition education addresses agriculture and the food system.

### SHI Question(s)

**Module 4 N.14:** Is your school implementing any Farm to School activities?

- Local and/or regional products are incorporated into the school meal program
- Messages about agriculture and nutrition are reinforced throughout the learning environment
- School hosts a school fruit or vegetable garden
- School hosts field trips to local farms
- School utilizes promotions or special events, such as tastings, that highlight the local/regional products
- School hosts a farmer's market (student and parent involvement)
- Menu states local product(s) being served
- Local farmers/producers participate in career day activities





# Standards for School Meals

## Availability of School Breakfast Program

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### WellSAT Question

**WellSAT SM2:** Addresses access to the USDA School Breakfast Program.

### SHI Question(s)

**Module 4 N.2:** Does your school use strategies to maximize participation in the school breakfast program?

## Strategies to increase participation in school meal programs

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### WellSAT Question

**WellSAT SM6:** Specifies strategies to increase participation in school meal programs.

### SHI Question(s)

**Module 4 N.3:** Does your school provide multiple alternative points of sale for reimbursable meals, such as outside lines, kiosks, grab and go options, reimbursable vending options, to maximize participation in the National School Lunch Program?

**Module 4 N.7:** Are healthy food and beverage choices promoted through the following techniques?

- A variety of mixed whole fruits are displayed in nice bowls or baskets (instead of stainless-steel pans)
- Fruit is offered in at least two locations on all service lines, one of which is right before each point of sale (POS)
- Vegetables are offered on all serving lines
- At least one vegetable is identified as the featured vegetable-of-the-day and is labeled with a creative, descriptive name at the point of selection
- Place pre-packed salads or salad bar is available in a high traffic area
- Label pre-packaged salads or salad bar choices with creative, descriptive names and display next to each choice
- Self-serve salad bar tongs, scoops, and containers are larger for vegetables and smaller for croutons, dressing, and other non-produce items.
- White milk is displayed in front of other beverages in all coolers
- 1% or non-fat white milk is identified as the featured milk and is labeled with a creative, descriptive name
- Cafeteria staff politely prompt students who do not have a full reimbursable meal to select a fruit or vegetable
- Signs show students how to make a reimbursable meal on any service line
- Alternative entrée options (salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
- Cafeteria staff smile and greet students upon entering the service line and continually throughout meal service
- Students, teachers, or administrators announce today's menu in daily announcements
- A monthly menu is posted in the main office
- Information about the benefits of school meals is provided to teachers and administration at least annually
- Brand, name, and decorate the lunchroom in a way that reflects the student body.
- Conduct a taste test of a new entrée at least once a year

## Adequate time to eat school meals

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### WellSAT Question

**WellSAT SM7:** Addresses amount of "seat time" students have to eat school meals.

### SHI Question(s)

**Module 4 N.8:** Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated?

## Training for school nutrition staff

### WellSAT Question

**WellSAT SM9:** Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.

### SHI Question(s)

**Module 4 N.10:** Do all school nutrition program directors, managers, and staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements?





# Competitive Foods and Beverages

## Food and beverages sold during the school day

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### WellSAT Question

**WellSAT NS1:** Compliance with USDA Smart Snacks for all food and beverages sold during the school day.

### SHI Question(s)

**Module 1 N.5:** Do all competitive **foods sold** to students during the school day meet or exceed the USDA's nutrition standards for all foods sold to students (commonly called Smart Snacks in School)? This includes a la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows fundraising exemptions and guidance set by their State agency, which also must adhere to the federal Smart Snacks in School nutrition standards).

**Module 1 N.6:** Do all competitive **beverages sold** to students during the school day meet or exceed the USDA's nutrition standards for all beverages sold to students (commonly called Smart Snacks in School)? This includes a la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows fundraising exemptions and guidance set by their State agency, which also must adhere to the federal Smart Snacks in School nutrition standards).

## Fundraisers

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### WellSAT Question

**WellSAT NS6:** Addresses fundraising with food to be consumed during the school day.

### SHI Question(s)

**Module 1 N.11:** Do fundraising efforts during and outside school hours sell only non-food items or only foods and beverages that meet or exceed the USDA's Smart Snacks in School nutrition standards? This may include, but is not limited to, donation nights; cookie dough, candy, and pizza sales; and market days.

## Fundraiser exemptions

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### WellSAT Question

**WellSAT NS7:** Exemptions for infrequent school-sponsored fundraisers.

### SHI Question(s)

**Module 1 N.11:** Do fundraising efforts during and outside school hours sell only non-food items or only foods and beverages that meet or exceed the USDA's Smart Snacks in School nutrition standards? This may include, but is not limited to, donation nights; cookie dough, candy, and pizza sales; and market days.

## Addresses Caffeine

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### WellSAT Question

**WellSAT NS8:** Addresses foods and beverages containing caffeine at the high school level.

### SHI Question(s)

**Module 1 N.7:** Does your high school sell only plain water, 100% juice with no added sweeteners, or low-fat or fat-free milk to students during the school day in all venues (e.g., vending machines, school stores or snack or food carts)?

## Food and beverages served outside of the school day

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### WellSAT Question

**WellSAT NS10:** 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.

## SHI Question(s)

**Module 1 N.10:** Do all **foods and beverages served and offered** to students **during extended school day** meet or exceed the USDA's Smart Snacks in School nutrition standards? This includes snacks and meals served in the extended school day that are not part of a federally reimbursed child nutrition program (e.g., CACFP, NSLP Afterschool Snack Program), birthday parties, holiday parties and school-wide celebrations.

## Food and beverages sold outside of the school day

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### WellSAT Question

**WellSAT NS11:** 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.

## SHI Question(s)

**Module 1 N.9:** Do all **foods and beverages sold** to students **during the extended school day** meet or exceed the USDA's Smart Snacks in School nutrition standards? This includes vending machines, school stores and snack or food carts.

## Rewards

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### WellSAT Question

**WellSAT NS12:** Food not used as a reward.

## SHI Question(s)

**Module 1 N.1:** Does your school prohibit giving students food as a reward and withholding food as punishment? Is this prohibition consistently followed?

## Access to drinking water

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### WellSAT Question

**WellSAT NS13:** Availability of free drinking water throughout the school day.

## SHI Question(s)

**Module 1 N.3:** Does your school make safe, unflavored, drinking water available throughout the school day at no cost to students?





# Physical Education and Physical Activity

## Curriculum is aligned with standards

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### WellSAT Question

**WellSAT PEPA2:** Written physical education curriculum aligned with national and/or state standards.

### SHI Question(s)

**Module 3 PA.5:** Do all teachers of physical education use an age-appropriate, sequential physical education curriculum that is consistent with national or state standards for physical education (see national standards in info button) and the district's requirements for physical education?

## Time per week of physical education (middle school)

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### WellSAT Question

**WellSAT PEPA5:** Time per week of physical education instruction for all middle school students.

### SHI Question(s)

**Module 3 PA.1:** Do all students in each grade receive physical education for at least 225 minutes per week throughout the school year?

## Time per week of physical education (high school)

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### WellSAT Question

**WellSAT PEPA6:** Time per week of physical education instruction for all high school students.

### SHI Question(s)

**Module 3 PA.1:** Do all students in each grade receive physical education for at least 225 minutes per week throughout the school year?

## Qualifications of physical education teachers

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### WellSAT Question

**WellSAT PEPA7:** Qualifications for physical education teachers for grades K-12.

### SHI Question(s)

**Module 3 PA.14:** Are all physical education classes taught by teachers who are certified or licensed to teach physical education?

## Training for physical education teachers

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### WellSAT Question

**WellSAT PEPA8:** Physical education training for physical education teachers.

### SHI Question(s)

**Module 3 PA.17:** Are teachers of physical education required to participate at least once a year in professional development in physical education?

## Student exemptions for physical education

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### WellSAT Question

**WellSAT PEPA9:** Physical education exemption requirements for all students.

### SHI Question(s)

**Module 3 PA.8:** Does the school prohibit exemptions or waivers for physical education?

## Student substitutions for physical education

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### WellSAT Question

**WellSAT PEPA10:** Physical education substitution for all students.

### SHI Question(s)

**Module 3 PA.9:** Does your school prohibit the substitution of other activities (e.g., interscholastic sports) for physical education class time or credit requirements?

## Before and after school physical activity opportunities

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### WellSAT Question

**WellSAT PEPA12:** Before and after school physical activity including clubs, intramural, interscholastic opportunities.

### SHI Question(s)

**Module 3 PA.20:** Does your school offer at least eight different interscholastic sports to both boys and girls?

**Module 3 PA.22:** Does your school offer opportunities for all students to participate in physical activity before and after school, through organized physical activities (such as physical activity clubs, intramural sports, before school physical activity)?

## Physical activity breaks

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### WellSAT Question

**WellSAT PEPA14:** Physical activity breaks during school.

### SHI Question(s)

**Module 3 PA.23:** Are all students provided opportunities to participate in physical activity breaks in classrooms, outside of physical education, recess, and class transition periods?

## Joint or shared-use agreements

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### WellSAT Question

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

### SHI Question(s)

**Module 1 PA.1:** Are indoor and outdoor physical activity facilities open to students, their families, and the community outside school hours?

## Active transportation to school

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### WellSAT Question

**WellSAT PEPA16:** Active transport (Safe Routes to School)

### SHI Question(s)

**Module 3 PA.21:** Does your school promote or support walking and bicycling to and/or from school in the following ways?

- Designation of safe or preferred routes to school
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff and parents via newsletters, websites, local newspaper
- Crossing guards
- Crosswalks on streets leading to schools
- Walking school buses
- Documentation of number of children walking and or biking to and from school
- Creation and distribution of maps of school environment (sidewalks, crosswalks, roads, pathways, bike racks, etc.)



## Staff model healthy behaviors

### WellSAT Question

**WellSAT WPM1:** Encourages staff to model healthy eating and physical activity behaviors.

### SHI Question(s)

**Module 9 N.3/PA.2:** Does your school support staff to model healthy eating and physical activity behaviors?

- Provide staff with information about the importance of modeling healthy eating behaviors
- Provide staff with information about the importance of engaging in physical activities with students
- Encourage staff not to bring in or consume unhealthy foods and beverages in front of students, in classrooms, or areas common to both staff and students
- Provide staff with examples of healthy foods and beverages to bring in or consume during the regular or extended school day
- Provide staff with information or strategies on how to incorporate physical activity into classrooms
- Encourage staff to use non-food items, activities, and opportunities for physical activity to recognize students for their achievements or good behavior

## Prohibit using physical activity as a punishment

### WellSAT Question

**WellSAT WPM4:** Physical activity not being used as a punishment.

### SHI Question(s)

**Module 1 PA.2:** Does your school prohibit using physical activity and withholding physical education class as punishment? Is this prohibition consistently followed?

## Food and beverage marketing

### WellSAT Question

**WellSAT WPM7:** Marketing on the school campus during the school day

### SHI Question(s)

**Module 1 N.12:** Does your school limit food and beverage marketing (e.g., contests or coupons) on school campus to foods and beverages that meet or exceed the USDA's Smart Snacks in School nutrition standards?

This may include, but is not limited to, marketing and branding in cafeterias, hallways, common spaces, classrooms, staff lounges or school stores, and on snack or food carts, vending machine exteriors, display racks, food or beverage cups or containers, coolers, athletic equipment, and sports bags.



# **Wellness Policy Assessment**

*Based on SHI and WellSAT Question*

*Middle/High School Version*

*Completed 03.22.2024*

*By: Cassie Wells*

## Nutrition Education

- WellSAT NE2: Yes, students at all GLC schools learn best with practical application of key facts presented. To ensure students are able to use the information in more than one setting, providing opportunities to demonstrate the skill within the community will assist with generalization.
- SHI Module 2 N.1: Not likely; GLC needs to adopt a more formal curriculum to ensure all key topics are covered for elementary, middle, and high school students.
- Module 2 CC.3: When teaching nutritional facts, teachers typically use the following active learning strategies, including role playing, small group project-based activities/cooperative learning, discussion, and goal setting.
- Module 2 CC.4: As indicated above, to ensure students are able to generalize the skill for use across settings, including within the community, students are set-up to successfully use the skill. Prompts fade over time to increase independence.
- WellSAT NE4/NE5: GLC's TLC programs use Edmentum to assist with credit-based learning and ensures the program is similar to what is taught in other traditional educational settings. For the elementary and middle school students, GLC needs to adopt a core curriculum

that all teachers use as their based guideline for teaching students about nutrition.

- SHI Module 2 N.1: Not likely; GLC needs to adopt a more formal curriculum to ensure all key topics are covered for elementary, middle, and high school students.
- SHI Module 2 CC.2/2CC.1: To acquire a high school diploma, all students are held to the same standards as any other student in Tennessee and his/her school of zone. Alternate diplomas require the same credits, but the curriculum is modified.
- SHI Module 2 CC.3: Curriculum and material is age appropriate. But improvements can be made to improve the alignment.
- WellSAT NE7: Many classrooms complete activities like menu planning, shopping, and cooking, showing students how to complete all key steps to prepare a meal.
- SHI Module 4 N.9: None of the GLC schools have any staff members identified to support nutritional education, only. The topics are all addressed by classroom staff.
- WellSAT NE8: Nutrition education does not address agriculture but does incorporate elements of the food cycle.
- SHI Module 4 N.14: One program has made raised garden beds and grows a few vegetables each year. When items are ripe, the classrooms integrate the products into their meals.

## Standards for School Meals

- WellSAT SM2: All students participate in the school breakfast program. Students typically eat the components offered with minimal amounts of leftover food.
- SHI Module 4 N.2: As a CEP program, all students have access to the breakfast program. And the food is usually something that mirrors the students' typical diets, so in addition to all students being served the meals, they usually eat all the food, too.
- WellSAT SM 6: Each year, GLC focuses on getting each school approved as a CEP program allowing all students the opportunity to access the program regardless of financial status. Additionally, student feedback is shared with the food distributor, especially with meals that aren't received well or for items that are repeated too often. For example, carrots have frequently been served as the vegetable, and students wanted to ensure the vendor was aware they were tired of this option.
- SHI Module 4 N.3: GLC only offers breakfast and lunch through the NSLP. Meals are brought to the classroom and served to students there.
- SHI Module 4 N.7: GLC incorporates a few techniques to promote healthy food and beverage options, such as displaying fruit in nice baskets and all components are brought to the classroom and served to the students.
- WellSAT SM7: Classroom schedules allot a minimum of 20 minutes for lunch and 10 minutes for breakfast each day. However, given our environment, schedules are flexible and make the accommodation to ensure all students can eat.

- SHI Module 4N.8: Yes, see above. This is documented on classroom schedules. Some teachers might even offer a longer amount of time for classrooms with younger students or students with more significant needs.
- WellSAT: SM9: The School Services Manager facilitates implementation of the National School Lunch Program, including the training calendar. Training is offered at the beginning of the school year during the all-agency institute day and program-specific training days. Additional training is offered during the school year on-site by the School Services Manager.
- SHI Module 4N.10: The School Services Manager maintains the training calendar for all staff, including who requires the training and the number of hours required for the position. Additionally, she is responsible for providing the training.

### Competitive Foods and Beverages

- WellSAT NS1: Food and beverages are not sold to students during the course of the school day. GLC used to have vending machines for sodas but they were removed a few years ago.
- SHI Module 1N.5: *Food* and beverages are not sold to students during the course of the school day. GLC does not coordinate any student-lead fundraisers.
- SHI Module 1N.6: Food and *beverages* are not sold to students during the course of the school day. GLC does not coordinate any student-lead fundraisers.
- WellSAT NS6: GLC does not have any fundraising during the school day.

- SHI Module 1N.11: GLC does not have fundraisers during or outside of school hours. The only two fundraising opportunities are coordinated by GLC (agency-wide fundraising) through social media and prizes awarded (Giving Tuesday and The Big Payback).
- WellSAT NS7: No school-sponsored fundraisers coordinated by GLC.
- SHI Module 1N.11: No school-sponsored fundraisers coordinated by GLC.
- WellSAT NS8: Drinks with caffeine can only be awarded to students if earned through their behavior intervention plans and contracts.
- SHI Module 1N.7: No beverages sold at any GLC program. Milk is available during breakfast and lunch. Water-bottle filling stations were added at 3/4 schools to encourage students to drink water. Gatorade, juice, and drinks with caffeine can only be awarded to students if earned through their behavior intervention plans and contracts.
- WellSAT NS10: Students do not participate in any activities outside of the 7 instructional hours offered.
- SHI Module 1N.10: Most foods and beverages meet the Smart Snacks standards. However, birthdays or similar celebrations may incorporate snacks delivered by non-GLC employees. As a result, they may not meet the required standards. Additionally, through the IEP process, student behavior plans and contracts include items of significant motivation that aren't otherwise available to the students.
- WellSAT NS11: GLC does not offer any school-based programming before student's scheduled arrival or after the scheduled dismissal.

- SHI Module 1.N9: GLC does not have an extended school day. Nor does GLC sell food or beverages to students.
- WellSAT NS12: No food from the NSLP is used as a reward. Students do have a behavior intervention plans and behavior contracts. Staff make an effort to identify alternative rewards. However, as a school focused on behavior change, it is critical to have items that are motivating enough to drive positive results.
- SHI Module 1N.1: No items from the NSLP can be withheld or used as a reward. Any food or beverage offered to “all” cannot be withheld from students for any reason.
- WellSAT NS13: Students have water bottles and water containers they bring to school. Water-bottle filling stations are available to students at their discretion.
- Module 1N.13: Yes, water is available for all students across all 4 schools.

### Physical Education and Physical Activity

- WellSAT PEPA2: GLC does not have a structured physical education curriculum outside of what is offered through Edmentum for credit-acquisition purposes.
- SHI Module 3PA.5: Physical education teachers are not employed by GLC. Teachers and other instructional staff are responsible for outlining the structure to meet physical education requirements.
- WellSAT PEPA5/PEPA6: All students at all 4 schools have 1 hour each day, 5 days per week, of physical activity offered.

- SHI Module 3PA.1: All students receive more than 225 minutes of physical activity each day, though it may not always be in the format of direct instruction.
- WellSAT PEPA7: GLC does not have physical education teachers on staff at any of the 4 schools. Instead, classroom staff are responsible for the daily instructional management.
- SHI Module 3PA.14: None of GLCs teachers in any of the 4 schools are licensed to provide physical education instruction.
- WellSAT PEPA8: Because GLC does not have physical education teachers, there is no specific training. However, staff do have opportunities to engage in learning activities focused on modified and adaptive physical education.
- SHI Module 3PA.17: No exemptions are allowed. All students are required to earn the credit or complete the course, as is required by their same-aged peers. If needed, classroom staff use modifications to increase participation and improve success.
- WellSAT PEPA9: All students participate in the same periods of time and types of physical activity. Substitutions are not necessary. But modifications and adaptations are offered, as needed.
- SHI Module 3PA.8: All students participate in the same periods of time and types of physical activity. Substitutions are not necessary. But modifications and adaptations are offered, as needed.
- WellSAT PEPA10: No GLC school offers activity before or after school. Students complete 7 instructional hours per day, five days per week at each school. Opportunities for clubs, intramural sports, sports teams are available through the student's school of zone.

- SHI Module 3PA.9: All students participate in the same periods of time and types of physical activity. Substitutions are not necessary. But modifications and adaptations are offered, as needed.
- WellSAT PEPA12: GLC schools do not offer opportunities for physical activity before or after school.
- SHI Module 3PA.20: GLC schools do not offer any interscholastic sports.
- SHI Module 3PA.22: GLC schools do not offer opportunities for any kind of physical activity before or after school.
- WellSAT PEPA14: As part of the behavioral and academic/instructional supports provided to improve participation and increase student success, physical activity is embedded throughout the school day. There are a higher number of opportunities available for younger students and students with more significant instructional needs. In addition to the scheduled times each day for physical activity, students may use “brain/movement breaks”, alternative seating, breaks in the sensory gym, walks in/outside of the building, etc. Sometimes these are part of the students IEP or have been clearly structured to take place throughout the day. Other times, these supports are guided by the student’s individual needs.
- SHI Module 3PA.23: Students are encouraged and taught to request opportunities for physical activity to help them learn self-regulation skills. For students unable to initiate these requests, staff are taught how to anticipate the need and look for behavioral signs that the student requires additional physical activity.

- WellSAT PEPA15: One program uses the Boys and Girls Club to increase the amount and frequency of physical education activities available to the students. RCTLC transports students a minimum of two times each week to the facility. Students use the track, exercise equipment, and basketball court.
- SHI Module 1PA.1: None of the facilities, including outdoor courts/playgrounds are available to students outside of the school hours. Because GLC serves a very specific student profile, many students do not live close-enough to the school to take advantage of an opportunity like that.
- WellSAT PEPA16: Because GLC receives referrals that are nontraditional, all students are transported to the school via bus or car. Two programs serve approximately 10 counties that immediately surround the school. And the other two programs serve the entire county and not just the immediate vicinity of the school.
- SHI Module 3PA.21: Because GLC receives referrals that are nontraditional, all students are transported to the school via bus or car. Two programs serve approximately 10 counties that immediately surround the school. And the other two programs serve the entire county and not just the immediate vicinity of the school.

### Wellness Promotion and Marketing

- WellSAT WPM1: GLC encourages staff to participate in various wellness challenges, lead by our School Services Manager and in collaboration with the agency's Human Resources team. When students are participating in physical activity outside of the designated thirty-minute blocks, staff do participate with the student (e.g., shooting basketball, throwing discs/disc golf, walking around the school).

- SHI Module 9N.3/PA.2: No, beside offering wellness challenges and encouraging active management of students during times of physical activity, GLC does not offer other opportunities.
- WellSAT WPM4: Physical activity is NEVER used as a punishment. The only time the student would engage in anything physical, it would be structured as a pro-active and preventative technique.
- SHI Module 1PA.2: Yes, all students are provided the opportunity to participate in the designated “physical activity” times for thirty minutes, twice each day. Staff are not permitted to prevent student participation for any means. However, if the student is attempting to earn additional time above and beyond the standard offered, the physical activity may not be awarded if the student has not demonstrated the required behavior.
- WellSAT WPM7: No food or beverage is marketed anywhere in any school.
- SHI Module 1N.12: No food or beverage is marketed anywhere in any school.

