



School Wellness Investigation

Thank you for conducting a School Wellness Investigation! You'll find that this is a great tool for identifying your school's strengths and for pinpointing ways you can improve your school's nutrition and physical activity environment.

Name of person submitting the School Wellness Investigation on behalf of school:

Your job title: _____

What is your role with Fuel Up to Play 60?

- Program Advisor for Fuel Up to Play 60
- Helping lead Fuel Up to Play 60 in the school
- Supporting another adult who is leading Fuel Up to Play 60 in the school
- Other (specify): _____

Were students involved in collecting the information for the School Wellness Investigation?

Yes No *Remember:* This is a great learning and leadership opportunity – *and* your Investigation will have more weight if it reflects student input.

Have you and your students reached out to the following individuals to gather information for the School Wellness Investigation?

- School nutrition manager (required)
- P.E. department chair or P.E. teacher (required)
- School nurse
- School wellness coordinator
- Principal

Assistant principal

Other (specify): _____

What is the School Wellness Investigation?

The School Wellness Investigation is a needs assessment tool that will help you and your school team members collect information about your school's current nutrition and physical activity environment – *and* identify opportunities to make it even better.

Why should our school conduct the School Wellness Investigation?

Completing the School Wellness Investigation will help you:

- Support your district wellness goals related to nutrition and physical activity
- Define goals that will really suit your school's needs
- Find out what priorities are most compelling to students
- Document starting points in order to show progress over time

In addition, if your school is applying for Funds for Fuel Up to Play 60, you need to complete the School Wellness Investigation as part of your Funds application and again as you prepare your report on how you used the Funds. Conducting the Investigation as part of your Funds application will help you engage students right from the start, ensure that you have reached out to key stakeholders in your school and help you identify existing opportunities for strengthening nutrition and physical activity in your school. Gathering the Investigation data again as you prepare your final report will help you track the success of your Fuel Up to Play 60 program. The School Wellness Investigation helps us know more about your school – but the results of the Investigation are *not* used in evaluating your Funds application.

What does the School Wellness Investigation involve?

The School Wellness Investigation includes three modules: Module 1: Nutrition Services; Module 2: Physical Education/Physical Activity; and Module 3: Family and Community. An Overall Score Card caps off the Investigation, allowing your team to see at a glance how your school is doing. For specific instructions on how to conduct the Investigation, [click here](#).

Who should conduct the School Wellness Investigation?

The self-assessment process allows members of your school community – students *and* adults – to work together to identify what your school is doing to promote nutrition and physical activity.

An adult – preferably your school's Fuel Up to Play 60 [Program Advisor](#) – should serve as the coordinator of the Investigation. This person can ensure that all three modules are completed and can facilitate students' ability to collect information from key adults in the school building.

Where possible, students should gather the information, but in some instances they'll need to reach out to:

- the school nutrition manager
- the physical education department chair
- other school administrators and staff members

The Program Advisor (or other adult coordinating the Investigation) should make sure that these key adults know the importance of the School Wellness Investigation and that they provide the needed information.

How can we use the results of the School Wellness Investigation?

The School Wellness Investigation allows you to collect information about the current nutrition and physical activity environment in your school – and identify opportunities to make the environment even better.

Use the results to:

- Applaud your school for the good work it's doing
- Identify areas that can be improved
- Identify the Fuel Up to Play 60 [“Plays”](#) that will be most helpful to your school

You can also use the School Wellness Investigation to track your progress over time. For example, you might conduct the Investigation at the beginning of the school year and again near the end of the school year to see if you've made improvements in targeted areas. *NOTE:* If you conduct the Investigation again at the end of the school year, ask the same people to gather and provide the information.

Why are there two versions – a print version and an online version?

The [print version](#) can be useful for students as they gather information. When students (and supportive adults) have finished gathering data, the Program Advisor (or another adult in the school) should enter the results via the online version. As an adult, you can access the online version when you log onto your Dashboard, your home base for everything related to Fuel Up to Play 60 in your school. In fact, the School Wellness Investigation is stored on your school's Dashboard, and other adults in your school can consult it at any time. It's a great shared resource!

Should the School Wellness Investigation be used to compare or rate schools?

No! The School Wellness Investigation is *your* school's self-assessment tool – and should not be used to compare schools or to foster competition among schools. You should use your School Wellness Investigation scores only to help you understand your school's strengths and to identify areas for improvement.

You may find that your school may have a low score, but knowing this will help you plan for improvement. Low scores do not indicate a low-performing school. Instead, they show you where your school can strengthen its commitment to nutrition, physical education/physical activity and outreach to family and community.

What is the School Wellness Investigation based on?

The Fuel Up to Play 60 School Wellness Investigation asks questions that are aligned with best practices in school wellness. It is adapted from [Students Taking Charge](#), a toolkit developed by Massachusetts Action for Healthy Kids to help students use their voice to influence nutrition and physical activity policies in their school, and from the [School Health Index](#), designed by the Centers for Disease Control and Prevention. Both of these tools include additional modules and questions covering other areas of school health and wellness. They are excellent resources to help schools assess their overall health and wellness environment.

NOTE: If your school/district has recently completed the CDC's School Health Index, use the responses as a reference when completing the Fuel Up to Play 60 School Wellness Investigation. See your school wellness coordinator and/or school nutrition manager for help.

Fuel Up to Play 60 School Wellness Investigation

What will Fuel Up to Play 60 do with the results of our School Wellness Investigation?

The information you provide on your School Wellness Investigation will be completely confidential. The results may be summarized by Fuel Up to Play 60 as aggregate statistics, but your school name will not be identified in any such statistics or reports.

How to Conduct the School Wellness Investigation

Although students should gather the majority of the data, an adult should coordinate the collection of the information and should enter the information online. Here are key steps the coordinator can take to facilitate a successful School Wellness Investigation.

Prepare to Conduct the School Wellness Investigation

- 1. Identify a coordinator for the School Wellness Investigation.** Ideally, this will be the Fuel Up to Play 60 Program Advisor, but any adult can serve in this role. *NOTE:* If you decide to conduct the Investigation at the beginning of the year and again at the end of the year, it's a good idea to have the same coordinator. This will help ensure consistency in the results.
- 2. Review each of the three modules.** As the Investigation coordinator, you'll find it helpful to familiarize yourself with each of the modules *before* you involve students.
- 3. Get buy-in from school administrators.** Having strong administrative support greatly improves the process of completing the School Wellness Investigation. School administrators can reinforce your efforts and can help to ensure that key adults in the school building provide students with the information they need. Reach out to your principal, assistant principal(s), health education teacher(s), physical education teacher(s), school nutrition manager and any other staff members who may be able to provide the data your team will need.
- 4. Make sure you've formed a student Fuel Up to Play 60 team.** If you haven't already done so, recruit students to serve on your Fuel Up to Play 60 team. The entire Fuel Up to Play 60 program should be student-led – and it's especially important that students help to gather the information for the School Wellness Investigation. This can be a great learning and leadership opportunity, and your results will have more weight if they reflect student input.

Gather Information

Remember: Although you will ultimately enter your responses online, it's still helpful to provide students with a [paper version](#) to facilitate these six steps.

- 1. [Print out](#) each of the three modules.** The modules can be completed one at a time – or you can break students into teams and have them gather information on all three modules concurrently.
- 2. Form groups.** Split your Fuel Up to Play 60 student team into three groups with at least two students per group. Having two students in each group increases accuracy and ensures that multiple viewpoints are reflected. Depending on the size of your student team, each group should handle one or more modules.
- 3. Understand each module.** Make sure each student has a [printed copy](#) of the assigned module. Each student group should read the assigned module carefully and discuss the questions among themselves. As the guiding adult, you can help make sure students understand each question.

4. **Answer questions as possible.** Groups should answer any questions they can after discussing together and agreeing on the appropriate answers. Encourage students to answer questions as accurately as possible – and to seek additional information where needed.
5. **Reach out for further information.** Some questions will require more information. In these cases, students should reach out to the school nutrition manager, physical education department chair and/or other school administrators and staff members. You can help facilitate this step: make sure these key adults know the importance of the School Wellness Investigation, and encourage them to provide information to your student groups.
6. **Discuss the answers.** When all questions are complete, all three groups should gather to discuss the answers. This is a good time to make sure all information has been collected.

Enter Information Online

1. **Enter your responses on the online School Wellness Investigation**, available at www.FuelUpToPlay.com. Remember that an adult – preferably the School Wellness Investigation coordinator – should enter the results online. The online tool will automatically calculate the Module Score at the end of each module as well as the Overall Score Card results. *NOTE:* You may enter your responses in multiple sessions. The system will save your responses when you click “CONTINUE” at the end of each page. The completed investigation report will be date stamped with the LAST DATE on which you entered or updated responses.
2. **Print a copy of your completed online investigation results.** Share these results with student team members and the adults who helped conduct the Investigation and/or provided information.

Interpret the Results

1. **Gather student team members and key adults.** Remember to keep the focus on student input – but involve key adults as desired.
2. **Discuss your overall findings.** What’s happening with nutrition and physical activity in your school now? Where do you see the greatest opportunities for making things even better?
3. **Identify the Plays you’ll implement.** The online Fuel Up to Play 60 [Playbook](#) provides several dozen “Plays” – targeted activities that can help you make improvements in your school’s nutrition and physical activity environment. Working with students, select one Healthy Eating Play and one Physical Activity Play that you’ll implement this school year.
4. **Discuss the potential impact of the Plays you’ve selected.** What will your school be like if you implement these Plays? How will the food available in school be better? How will physical activity opportunities improve? How will these changes impact students in your school? Why will students want to participate in the Plays you’ve selected?
5. **Ask students to think carefully about their role as student leaders.** Ask student team members: “Why do you want to work on these Plays? Why will other people in our school want to help you? How will your efforts improve our school?”

6. **Take action.** Finalize your Play selection – and begin taking the steps necessary to implement your chosen Plays.



MODULE 1: Nutrition Services

Instructions: Carefully read over the questions and circle the most appropriate answer in the columns to the right of the question. **IMPORTANT:** Remember to answer and score these questions honestly. You may find that your school may have a low score, but knowing this will help you plan for improvement. Work with adults in your school to collect the information you need to accurately answer the question (e.g., the school nutrition manager, school nurse, school wellness coordinator, etc.).

(Work with your Program Advisor to enter your Investigation and calculate your score online at FuelUpToPlay60.com.)

#	Question	A	B	C	D
1.1	Does your school offer breakfast and lunch programs?	Yes	It offers one but is currently starting the other program	It offers one but not the other	No
1.2	How many of the following does your school offer? <ul style="list-style-type: none"> • Cold flavored and unflavored low-fat and fat-free milk with each meal • At least two healthy entrees (hot food) daily for lunch • Five foods containing whole grains offered weekly • Two choices of fruit (or 100% fruit juice) daily • Two choices of vegetables daily 	All	Three or four	One or two	None

#	Question	A	B	C	D
1.3	<p>Do <i>a la carte</i> offerings (foods that are sold individually in the lunch line) include low-fat dairy product(s), fresh fruit, vegetable(s) and whole grain food(s) every day?</p> <p>Note: if your school does not offer <i>a la carte</i> items check here and go to the next question: []</p>	Yes, all four are offered daily	Two or three of these are offered daily	One of these is offered daily	None of these is offered daily
1.4	<p>Do school vending machines, stores, and concession stands offer low-fat dairy products, fruits, vegetables and whole grain foods?</p> <p>Note: if you school does not have vending machines, a store or a concession stand check here and go to the next question: []</p>	Yes, all four are offered	Two or three of these are offered	One of these is offered	None of these is offered
1.5	<p>How many of the following items are available in the vending machines or at the snack bar in your school?</p> <ul style="list-style-type: none"> • Low-fat dairy products • Fruits • Vegetables • Water • 100% fruit juice • Whole grain products (i.e., whole wheat bread, whole wheat crackers and cereals) • <p>Note: if your school does not have vending machines or a snack bar check here and go to the next question: []</p>	5-7 of these items	3-4 of these items	1-2 of these items	None of these items is offered
1.6	<p>Your school tries to promote healthy food and beverage choices by how many of the following ways?</p> <ul style="list-style-type: none"> • Placing healthy foods in prominent positions • Displaying nutritional information • Offering nutritious food at better prices than food of less nutritional value • Advertising healthy foods through menus or posters 	4 ways	3 ways	1-2 ways	None
1.7	In the past two weeks, did the majority of students have at least 10 minutes to eat breakfast at school?	Yes			No
1.8	In the past two weeks, did the majority of students have at	Yes			No

#	Question	A	B	C	D
	least 20 minutes to eat lunch at school?				
1.9	Are most foods served in your school of high quality (fresh, attractive) with a good variety?	Yes, most foods are of high quality with good variety	Some foods are high quality with good variety	Few foods are high quality and variety is limited	Most foods are not of high quality and there is little variety
1.10	Do students participate in taste tests (or other food tasting events) to help select youth-appealing foods and beverages for school meals?	Yes			No
1.11	Is school breakfast offered at a time(s) and in a way(s) that is appealing to most students?	Yes, the timing and way breakfast is offered appeals to most students	The timing and way in which breakfast is offered appeals to some but not most students	The timing and way in which breakfast is offered appeals to few students	No, neither the timing nor the way in which breakfast is offered appeals to students
1.12	Is nutritional information (about nutritional content of food) available for foods served in school meals to help students make healthful eating choices?	Yes, nutritional labeling is regularly available	Nutritional labeling sometimes available	Nutritional labeling is rarely available	No
1.13	Does your school promote the benefits of consuming low-fat/fat-free dairy products, fruits, vegetables and whole grains to students?	Yes, the school promotes all 4 of these types of foods	The school promotes 2-3 of these types of foods	The school promotes 1 of these types of foods	No, the school does not promote these types of foods
ADD TOTAL number of answers circled in each column A, B, and C					No points
Multiply the total number from each column by the points shown to find the subtotals		X 3	X 2	X 1	X 0
Add all subtotals to calculate the Nutrition Services GRAND TOTAL		GRAND TOTAL =			
MODULE SCORE: Divide your GRAND TOTAL by 39* and multiply		(GRAND			

#	Question	A	B	C	D
	by 100 to calculate your score for Nutrition Services. Enter this score in your Overall Score Card in the next section.	TOTAL / 39) X 100 =			%

*Note: If you skipped questions 1.3, 1.4 or 1.5 because they do not apply to your school, adjust the Grand Total calculation by subtracting 3 points from 39 (the Grand Total denominator) for EACH question skipped. Example: If you skipped questions 1.3 and 1.4, use 33 instead of 39 in the Module Score calculation. **The online version of the School Wellness Investigation (available at FuelUpToPlay60.com) will automatically calculate your score.**



School Wellness Investigation

MODULE 2: Physical Education / Physical Activity

Instructions: Carefully read over the questions and circle the most appropriate answer in the columns to the right of the question. **IMPORTANT:** Remember to answer and score these questions honestly. You may find that your school may have a low score, but knowing this will help you plan for improvement. Work with adults in your school to collect the information you need to accurately answer the question (e.g., a physical education teacher, school nurse, school wellness coordinator, etc.).

(Work with your Program Advisor to enter your Investigation and calculate your score online at FuelUpToPlay60.com.)

#	Question	A	B	C	D
2.1	Does your school have required physical education courses?	Yes			No
	<i>If no, skip questions 2.2 and 2.3. Count each of the skipped questions as 0.</i>				
2.2	On average, how many minutes per week do students receive physical education class (not substitution of participation in a sports team)?	200 or more minutes	135-200 minutes	45-135 minutes	0-45 minutes
2.3	Does your school prohibit the substitution of other courses or activities, such as interscholastic sports or band, for physical education?	Yes	Yes, but occasional exceptions are made	No, but there are plans to start prohibiting substitution	No
2.4	Do at least 50% of boys and 50% of girls in your school participate in extra-curricular physical activity (e.g., intramurals, physical activity clubs, dance clubs, and interscholastic sports)?	An equal number of boys and girls participate	More boys participate than girls – or vice versa	School-sponsored physical activities are not offered	There are no school-sponsored physical activities

#	Question	A	B	C	D
				for boys, but are offered for girls – or vice versa	
2.5	Do students have the opportunity to participate in physical activity breaks (short breaks that involve physical movement) in school on a daily basis?	All students participate in physical activity breaks on a daily basis	Most students participate in physical activity breaks on a daily basis	Some students participate in physical activity breaks on a daily basis	No students participate in physical activity breaks on a daily basis
2.6	Does your school integrate physical activity into most subject areas?	Yes			No
2.7	Does your school offer a range of non-competitive physical activity opportunities aimed at engaging students in fun, recreational, and life-long learning opportunities before or after the school day (e.g., walking clubs, in-line skating, jumping rope, water aerobics, weight-training, yoga, fitness clubs, etc.)?	Yes			No
2.8	Are the physical activity opportunities mentioned in the previous question easily accessible (i.e., no overcrowding in programs, low or no cost involved, etc.)?	All physical activity opportunities are easily accessible	Most physical activity opportunities are easily accessible	Some physical activity opportunities are easily accessible	No physical activity opportunities are accessible
2.9	Does your school have a plan in place to promote safe walking and biking to school?	Yes			No
2.10	Does your school promote the benefits of getting adequate daily physical activity to students?	Yes			No
ADD TOTAL number of answers circled in each column A, B, and C					No points
Multiply the total number from each column by the points shown to find the subtotals		X 3	X 2	X 1	X 0
Add all subtotals to calculate the Physical Education/Physical Activity GRAND TOTAL		GRAND TOTAL =			
MODULE SCORE: Divide your GRAND TOTAL by 30 and multiply by 100 to calculate your score for Physical Education/Physical Activity. Enter this score in your Overall Score Card in the next		(GRAND TOTAL / 30) X 100 =	%		

#	Question	A	B	C	D
section.					



School Wellness Investigation

MODULE 3: Family and Community

Instructions: Carefully read over the questions and circle the most appropriate answer in the columns to the right of the question. **IMPORTANT:** Remember to answer and score these questions honestly. You may find that your school may have a low score, but knowing this will help you plan for improvement. Work with adults in your school to collect the information you need to accurately answer the question (e.g., the school nutrition manager, physical education teacher, principal, school nurse, school wellness coordinator, etc.).

(Work with your Program Advisor to enter your Investigation and calculate your score online at FuelUpToPlay60.com.)

#	Question	A	B	C	D
3.1	Does your school send home materials or give opportunities for families to learn about promoting healthy eating and promoting physical activity?	Yes			No
3.2	Do parents and other community members help plan and implement school nutrition and physical activity programs (e.g., volunteering in the cafeteria, classroom, or at special events)?	Yes, they help with all of the programs	They help with most of the programs	They help with some of the programs	No, they do not help with any of the programs
3.3	Can all students use your school's indoor and outdoor physical activity facilities outside school hours?	Yes	Yes, but the hours of access are somewhat limited	Yes, but hours of access are very limited OR there is access to indoor or outdoor facilities but not both	Students do not have access to school physical activity facilities outside school hours
3.4	Do students and parents have opportunities to give suggestions for school meals and feedback on the meal program?	Yes, they can give both feedback	Either students or parents – but not both	Students and parents have very little	There are no opportunities to give feedback or

#	Question	A	B	C	D
		and suggestions	– can give feedback and suggestions	opportunity to give feedback and suggestions	suggestions
3.5	<p>Does the physical education program promote student participation in a variety of community/outside-of-school physical activity options through three or more methods?</p> <p><i>Examples of <u>community/outside-of-school physical activity options</u> include clubs, teams, recreational classes, special events such as community fun runs, and use of playgrounds, parks, and bike paths.</i></p> <p><i>Examples of <u>methods</u> include:</i></p> <ul style="list-style-type: none"> • class discussions • bulletin boards • public address announcements • guest speakers who promote community programs • take-home flyers • homework assignments • newsletter articles • academic credit for participating in community physical activities and programs 	Yes, through 3 or more methods	Yes, but only through 1 or 2 methods	The program promotes only one type of community physical activity option	The program does not promote participation in community physical activity options OR there is no physical education program
3.6	Do students have the opportunity to provide input into the development and implementation of school health and wellness activities?	Yes	Students have some opportunities for input, but it is not a regular practice	Opportunities for student input are very limited	No
ADD TOTAL number of answers circled in each column A, B, and C					No points
Multiply the total number from each column by the points shown to find the subtotals		X 3	X 2	X 1	X 0
Add all subtotals to calculate the Family and Community GRAND TOTAL		GRAND TOTAL =			
<u>MODULE SCORE</u> : Divide your GRAND TOTAL by 18 and multiply by 100 to calculate your score for Family and Community. Enter this		(GRAND TOTAL / 18)	%		

#	Question	A	B	C	D
	score in your Overall Score Card in the next section.	X 100 =			



School Wellness Investigation

OVERALL SCORE CARD

For each Module, mark an X in the column that corresponds with its Module Score, which you calculated at the end of each Module.

Module	Low	Medium			High
	0-20%	21-40%	41-60%	61-80%	81-100%
Module 1: Nutrition Services Physical Education / Physical Activity					
Module 2: Physical Education / Physical Activity					
Module 3: Family and Community					

Your score is intended only as a guide, which can help you better understand your current school wellness environment and opportunities for improvement.

(Work with your Program Advisor to enter your Investigation and calculate your score online at FuelUpToPlay60.com.)

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