

## Summary of Changes made to the SLAQs/OAQ for FFY 2026

### General Changes Made to All Assessment Questionnaires:

- Updated logos
- Updated required USDA funding statement
- Revised open-text question for describing health or safety emergencies at the end of each section. Added additional categories to be responsive to FFY 26 situations. Revised to:

#### **Have any of the policies or practices in Section 1 been impacted by the following unplanned or unexpected circumstances?**

*Mark all that apply.*

- ☐ Health or safety emergency. *Please describe:* \_\_\_\_\_
- ☐ Wildfire. *Please describe:* \_\_\_\_\_
- ☐ Change to funding (amount or priority). *Please describe:* \_\_\_\_\_
- ☐ Other unexpected circumstance. *Please describe:* \_\_\_\_\_
- ☐ No

### Additional Questionnaire-Specific Changes Made, By Instrument

Change	Details	Rationale
<b>School SLAQs</b>		
All Sections Added respondent categories	<p>Changed open-ended question about respondents:  Title(s) or role(s) of the people who completed Section X: _____  To:  <u>Paper version:</u>  <b>Please indicate who completed Section X:</b>  <i>Mark all that apply.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff member who works at the school site (e.g., PE teacher, principal, nurse); <i>Title(s) or role(s):</i> _____</li> <li><input type="checkbox"/> Staff who work at a district office (not at the site) or County Office of Education; <i>Title(s) or role(s):</i> _____</li> <li><input type="checkbox"/> Staff from a local health department; <i>Title(s) or role(s):</i> _____</li> <li><input type="checkbox"/> Student, family member of a student, or community member; <i>Title(s) or role(s):</i> _____</li> <li><input type="checkbox"/> Other title(s) or role(s): _____</li> </ul> <p><u>S-123 version:</u>  Includes additional pre-categorized responses for each of the 4 categories above, generated from reviewing write-in responses from past several years. A copy of full list of response options by category available upon request.</p>	Having pre-categorized response options will allow us to capture and describe information about School SLAQ respondents in a more comprehensive and standardized way.
Sections 2, 3, 6 Added weblinks	<p>Added links to websites anywhere state or federal standards are mentioned.  Examples:  3.3 All foods and beverages <i>served</i> at school events and celebrations also meet <u>state and federal competitive food standards</u>  3.8 Beverages sold to students on campus, not as part of meals, during the school day include:</p> <ul style="list-style-type: none"> <li>▪ ...</li> <li>▪ Flavored whole, low-fat, or reduced fat milk</li> <li>▪ Unsweetened non-dairy milk alternatives (e.g. plant-based milks) that meet <u>nutrient standards</u> for fluid milk substitutes</li> <li>▪ ...</li> </ul>	This helps respondents determine which response option to select, by making it more convenient to review and confirm what current standards are for different items or programs.
2.12-2.13 Clarified wording for sweetened milks	Revised to compare sweetened and unsweetened milks, instead of flavored and unflavored, as initially worded.	This clarifies that the best practice is to offer and promote unsweetened milk (dairy or non-dairy). There are flavored, unsweetened non-dairy milks that are nutritionally equivalent to dairy milk that are allowable.

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5.3 Added response option	<p>Additions in <b>yellow</b>:</p> <p><b>5.3 Nutrition education follows these practices:</b> <i>Mark all that apply.</i></p> <ul style="list-style-type: none"><li>▪ uses a standards-based curriculum with specific wellness goals</li><li>▪ is skills-based and participatory (i.e. practicing skills/behaviors such as goal setting, nutrition label reading, food preparation, menu planning, or media awareness)</li><li>▪ is integrated into other parts of the curriculum, e.g. in a math or science lesson</li><li>▪ is integrated with the broader school environment, e.g. a school cafeteria tour or offering school meal foods for taste tests in nutrition lessons</li><li>▪ incorporates agriculture and the food system, e.g. through gardening or a farm tour</li><li>▪ includes information about the benefits of drinking water</li><li>▪ <b>other specify:</b> _____</li><li>▪ none of these</li></ul>	Added a write-in option in case there are other nutrition education related practices the school uses that are not covered by the existing response options.												
6.5 Revised question and response options	<p>Revised question about PE teacher credentialing to:</p> <p><b>6.5 PE is taught by a single-subject credentialed PE teacher.</b></p> <p><input type="radio"/> Yes, for all classes <i>Skip to 6.6</i></p> <p><input type="radio"/> Yes, for some classes <i>Go to 6.5a</i></p> <p><input type="radio"/> <i>No Go to 6.5a</i></p> <p><i>If “es, for some classes” or “No” was selected,</i></p> <p><b>6.5a</b> Please indicate what other types of PE teachers teach PE at this school:</p> <table><tr><td><i>Mark one for each row:</i></td><td>All classes</td><td>Some classes</td><td>No classes</td></tr><tr><td>A multi-subject credentialed (classroom) teacher</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>A non-credentialed PE teacher</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table>	<i>Mark one for each row:</i>	All classes	Some classes	No classes	A multi-subject credentialed (classroom) teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A non-credentialed PE teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	This revision allows distinction between types of credentialing/certification to capture best practice option of having a single-subject credentialed PE teacher teach PE. Previously, single-subject and multi-subject credential options were not separated.
<i>Mark one for each row:</i>	All classes	Some classes	No classes											
A multi-subject credentialed (classroom) teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>											
A non-credentialed PE teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>											

Change	Details	Rationale
<b>School District OAQ</b>		
Updated wording throughout	<p>Updated “WellSAT” to the new name of “WellSAT Policy” wherever mentioned.</p> <p>Added a note to specify that WellSAT Practice is not needed.</p>	The WellSAT now includes two assessments – WellSAT Policy and WellSAT Practice. The OAQ refers to WellSAT Policy, so the wording has been updated to specify WellSAT Policy throughout.
<b>OST SLAQ</b>		
2.6, 2.12, 3.8 Added weblinks	<p>Added links for nutrient standards for plant-based milk, where mentioned. Example: <b>3.8 Beverages served to students for parties and celebrations include:</b> <i>Mark all that apply.</i></p> <ul style="list-style-type: none"> <li>▪ N/A: No celebrations or events with beverages</li> <li>▪ ...</li> <li>▪ Flavored (e.g., chocolate or strawberry) whole, low-fat, or reduced fat milk</li> <li>▪ Unsweetened non-dairy milk alternatives (e.g. plant-based milks) that meet <a href="#">nutrient standards</a> for fluid milk substitutes</li> <li>▪ ...</li> </ul>	This helps respondents determine which response option to select and confirm that any plant-based milk options offered meet nutrient standards.
<b>ECE SLAQ</b>		
Requested translations	Translations requested in: Spanish, Vietnamese, Mandarin, Arabic, Farsi, Russian, Hmong for updated questions unplanned or unexpected circumstances.	To ensure that the word doc and Survey 123 versions of each translated version of the ECE SLAQ reflects latest English version.
<b>Retail SLAQ</b>		
Updated FFY26 tool will not be released	The retail SLAQ will not be updated from FFY25. The most recent version will remain available on the <a href="#">Assessment Questionnaire</a> project website.	