



Local Wellness Policy Triennial Assessment Report and Findings 2022-2023

Model Policy Comparison—WellSAT 3.0 and WellSAT-I Scores

A required component of the triennial assessment is to utilize model policy tool, such as the Wellness School Assessment Tool developed at the University of Connecticut’s Rudd Center for comparison of the Local Wellness Policy FFA (LOCAL) and Local Wellness Plan FFA (REGULATION). Scores are used from two tools for the assessment: WellSAT 3.0 and WellSAT-I. The **WellSAT 3.0** is an online form that uses a rating scale used to evaluate the **comprehensiveness and wording of the current written policy and plan**. The **WellSAT-I** uses interview questions and a rating scale to evaluate the everyday **implementation of the policy and plan**.

How Policies are Scored

School wellness policies are evaluated based on the degree to which they address 67 policy items. These items are categorized into six sections:

1. Nutrition Education
2. Standards for USDA Child Nutrition Programs and School Meals
3. Nutrition Standards for Competitive and Other Foods and Beverages
4. Physical Education and Activity
5. Wellness Promotion and Marketing
6. Implementation, Evaluation and Communication

Each policy item is rated "0," "1," or "2," using the definitions below.

0 – Not Mentioned	Item is not included in text of the policy or plan.
1 – Weak Statement	Assign a rating of "1" when the item is mentioned, but <ul style="list-style-type: none"> • The policy will be hard to enforce because the statement is vague, unclear, or confusing. • Statements are listed as goals, aspirations, suggestions, or recommendations. • There are loopholes in the policy that weaken enforcement of the item. • The policy mentions a future plan to act without specifying when the plan will be established
2 – Meets or Exceeds Expectations	Assign a rating of "2" when the item is mentioned and it is clear that the policy makers are committed to making the item happen because: <ul style="list-style-type: none"> • Strong language is used to indicate that action or regulation is required • The item is described with concrete plans or strategies for implementation

How Scores are Calculated

The WellSAT gives you two scores: a **comprehensiveness** score, which reflects the extent to which recommended content areas are covered in the policy and a **strength** score, which describes how strongly the content is stated. Both scores range from 0-100, with lower scores indicating less content and weaker language, and higher scores indicating more content and use of specific and directive language.

Score	Explanation
Comprehensiveness Score by Section	Comprehensiveness is calculated by counting the number of items in each section rated as "1" or "2," dividing this number by the number of policy items in the section, and multiplying this number by 100.
Strength Score by Section	Strength is calculated by counting the number of items in each section rated as "2," dividing this number by the number of policy items in the section, and multiplying this number by 100.
Total Comprehensiveness	Total comprehensiveness is calculated by adding the comprehensiveness scores of all six sections and dividing this number by six (the total number of sections).
Total Strength	Total strength is calculated by adding the strength scores of all six sections and dividing this number by six (the total number of sections).

WellSAT 3.0

WellSAT 3.0 scores analyze the comprehensiveness and wording of a district's written policy—the higher the score, the stronger the policy.

Your District's Scorecard

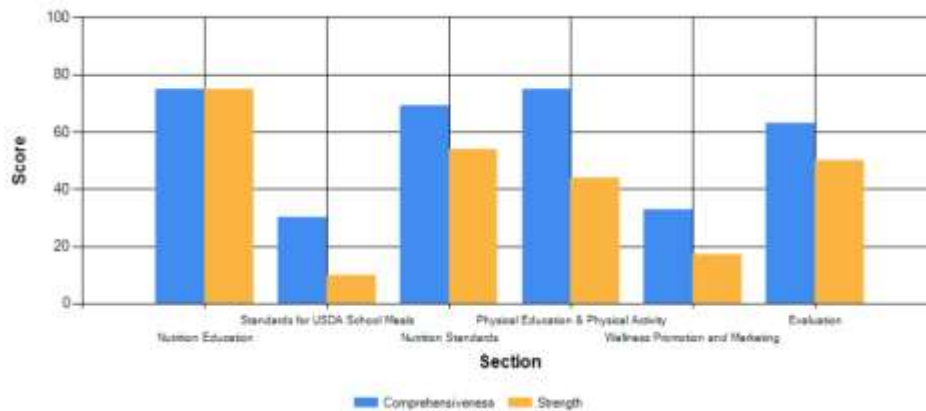
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Congratulations! You have completed the WellSAT. Check out your scorecard below. It contains details of how you scored on each item and section of the assessment. It also provides resources that will help you improve your district's school wellness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

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



Version: 3.0

Policy Name: Santo ISD LWP 11/2022








Section 1. Nutrition Education

Rating

NE1	 Includes goals for nutrition education that are designed to promote student wellness.	2
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	2
NE3	All elementary school students receive sequential and comprehensive nutrition education.	2
NE4	All middle school students receive sequential and comprehensive nutrition education.	2
NE5	All high school students receive sequential and comprehensive nutrition education.	2
NE6	Nutrition education is integrated into other subjects beyond health education	2
NE7	Links nutrition education with the school food environment.	0
NE8	 Nutrition education addresses agriculture and the food system.	0
Subtotal for Section 1	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	75
	Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	75







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

Rating

SM1	 Assures compliance with USDA nutrition standards for reimbursable school meals.	1
SM2	Addresses access to the USDA School Breakfast Program.	1
SM3	 District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	0
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	0
SM5	Specifies how families are provided information about determining eligibility for free/reduced priced meals.	0
SM6	Specifies strategies to increase participation in school meal programs.	0
SM7	Addresses the amount of "seat time" students have to eat school meals.	2
SM8	 Free drinking water is available during meals.	0
SM9	 Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	0
SM10	 Addresses purchasing local foods for the school meals program.	0
Subtotal for Section 2	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 10 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	30
	Strength Score: Count the number of items rated as "2" and divide this number by 10 (the number of items in this section). Multiply by 100.	10


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




Rating

NS1	 Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.	1
NS2	USDA Smart Snack standards are easily accessed in the policy.	1
NS3	 Regulates food and beverages sold in a la carte.	2
NS4	 Regulates food and beverages sold in vending machines.	2
NS5	 Regulates food and beverages sold in school stores.	2
NS6	 Addresses fundraising with food to be consumed during the school day.	2
NS7	Exemptions for infrequent school-sponsored fundraisers with food to be consumed during the school day.	2
NS8	Addresses foods and beverages containing caffeine at the high school level.	2
NS9	 Regulates food and beverages served at class parties and other school celebrations in elementary schools.	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
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
NS12	Addresses food not being used as a reward.	0
NS13	Addresses availability of free drinking water throughout the school day.	0
Subtotal for Section 3	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 13 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	69
	Strength Score: Count the number of items rated as "2" and divide this number by 13 (the number of items in this section). Multiply by 100.	54

Section 4. Physical Education and Physical Activity



Rating

PEPA1	 There is a written physical education curriculum for grades K-12.	1
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	1
PEPA3	Physical education promotes a physically active lifestyle.	2
PEPA4	Addresses time per week of physical education instruction for all elementary school students.	2
PEPA5	Addresses time per week of physical education instruction for all middle school students.	2
PEPA6	Addresses time per week of physical education instruction for all high school students.	2
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	0
PEPA8	Addresses providing physical education training for physical education teachers.	0
PEPA9	Addresses physical education exemption requirements for all students.	0
PEPA10	Addresses physical education substitution for all students.	1

PEPA11	 Addresses family and community engagement in physical activity opportunities at all schools.	2
PEPA12	 Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	2
PEPA13	Addresses recess for all elementary school students.	1
PEPA14	 Addresses physical activity breaks during school.	1
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	2
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	0
Subtotal for Section 4	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 16 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	75
	Strength Score: Count the number of items rated as "2" and divide this number by 16 (the number of items in this section). Multiply by 100.	44

Section 5. Wellness Promotion and Marketing

Rating

WPM1	Encourages staff to model healthy eating and physical activity behaviors.	1
WPM2	 Addresses strategies to support employee wellness.	2
WPM3	Addresses using physical activity as a reward.	0
WPM4	Addresses physical activity not being used as a punishment.	0
WPM5	Addresses physical activity not being withheld as a punishment.	0
WPM6	Specifies marketing to promote healthy food and beverage choices.	1
WPM7	 Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	2
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	0
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	0
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).	0
WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system).	0
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, such as Box Tops for Education).	0
Subtotal for Section 5	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 12 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	33
	Strength Score: Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). Multiply by 100.	17

Section 6. Implementation, Evaluation & Communication

Rating

IEC1	Addresses the establishment of an ongoing district wellness committee.	2
IEC2	Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.	2
IEC3	Identifies the officials responsible for the implementation and compliance of the local wellness policy.	2
IEC4	Addresses making the wellness policy available to the public.	2
IEC5	Addresses the assessment of district implementation of the local wellness policy at least once every three years.	1
IEC6	Triennial assessment results will be made available to the public and will include:	0
IEC7	Addresses a plan for updating policy based on results of the triennial assessment.	0
IEC8	Addresses the establishment of an ongoing school building level wellness committee.	0
Subtotal for Section 6	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	63
	Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	50

Overall District Policy Score

Total Comprehensiveness Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	District Score 58
Total Strength Add the strength scores for each of the six sections above and divide this number by 6.	District Score 42

 Federal Requirement  Farm to School  CSPAP

Local Wellness Policy/Plan Strengths

Santo ISD showed a strength in the written policy in the area of Nutrition Education. All levels—elementary, junior high, and high school—receive sequential, standards-based curriculum with specific goals to promote nutrition education and student wellness. The comprehensive and strength scores in that area were both 75. The district does not have the resources to score well in NE 8 or NE 9—creating food demonstrations in the cafeteria, visiting local gardens, or using our school greenhouse to provide vegetables for the cafeteria.

Areas for Local Wellness Policy/Plan Improvements





Santo ISD’s wellness policy/plan is communicated and fully implemented by staff and the district, but the written policy must be updated to include more information/details about policies and procedures for new staff, parents, and community members to fully understand the goals and district’s intent.

















WellsAT-1






WellsAT-1, designed to be used in conjunction WellsAT 3.0, is a series of interview questions that measures how fully a district is implementing wellness practices in its school and what is actually happening in the district. Shown below is Santo ISD's Combined Scorecard:

























Policy Name: Santo ISD WellsAT-1 11/2022

























Below, you will see your written policy scores [WellsAT 3.0] and implementation scores [WellsAT-1] for every item. Each pair of responses is compared and linked to an outcome, listed below:





-  **Strong Policies and Aligned Practices** – District has a strong policy and is fully implementing practices that align with the policy
-  **Create Practice Implementation Plan** – District has a strong or weak policy, but practice implementation is either absent or limited
-  **Update Policies** – District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy
-  **Opportunities for Growth** – District has either not addressed the topic in policy or practice, or has only addressed the topic in a very limited way

		WellsAT 3.0 Score	WellsAT-1 Score	
Strong Policies and Aligned Practices – District has a strong policy and is fully implementing practices that align with the policy				
NE1	 Does the school district have specific goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum?	2	2	
NS3	 Are there competitive foods/beverages sold a la carte in the cafeteria during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2	2	
NS4	 Are there food or beverage vending machines on school property accessible to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (Optional follow up questions - Who receives the money from the vending machines? Who is responsible for ensuring all items in the vending machines meet Smart Snacks regulations?)	2	2	
NS5	 Are there food or beverages sold in school stores during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (Optional follow up questions - Who receives the money from the school stores? Who is responsible for ensuring all items for ensuring all items in the school stores meet Smart Snacks regulations?)	2	2	
NS6	 Are there food or beverage fundraisers that sell items to be consumed during the school day? If yes, who is in charge of approving in-school fundraising activities? How confident are you that the people conducting fundraisers understand Smart Snacks nutrition standards? How confident are you that items sold in fundraisers meet Smart Snacks standards? (Note: Some states have passed regulation permitting exemptions from the federal law prohibiting non-Smart Snack fundraisers during the school day – this is addressed in the next question).	2	2	
NS9	 How often do food-based celebrations occur during the school day in elementary schools (e.g., birthday parties, holiday parties)? Does the district have nutrition standards (such as Smart Snacks) that regulate what can be served? How are these regulations communicated? How confident are you that the regulations are followed consistently? If food-based celebrations are not permitted, how confident are you that they do not occur?	2	2	
WPM7	 Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?	2	2	
IEC2	 Which groups are represented on the district level wellness committee? (check all that apply). Note an individual can represent more than one role. <ul style="list-style-type: none"> • Parents • Students • School Food Authority representative • PE Teacher • School Health Professional (nurse, social worker, school psychologist) • School Board Member • School Administrator • Community member 	2	2	

		WellSAT 3.0 Score	WellSAT-I Score	
IEC3	 Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school? If yes, who are those individuals? How do they ensure compliance?	2	2	☆
IEC4	 How is the wellness policy made available to the public? Is it available online? How often is the public informed where to find the policy?	2	2	☆
NE2	How would you describe the nutrition education you provide? Are didactic methods used to increase student knowledge? Are skills-based, behavior focused, and interactive/participatory methods used to develop student skills?	2	2	☆
NE3	Do all elementary school students receive sequential and comprehensive nutrition education?	2	2	☆
NE4	Do all middle school students receive sequential and comprehensive nutrition education?	2	2	☆
NE5	Do all high school students receive sequential and comprehensive nutrition education?	2	2	☆
NE6	Is nutrition education integrated into other subjects beyond health education? If yes, what are some examples? [Examples include: using nutrition facts labels to learn percentages; using a vegetable garden to learn plant biology.]	2	2	☆
SM7	How long are the breakfast (if applicable) and lunch periods? Within that time, how much time do students typically have to sit down and eat their meals.	2	2	☆
NS7	(Before asking this question look up the state policy on fundraiser exemptions at the bottom of this page: https://www.ihp.uic.edu/content/research-products-national-wellness-policy-study . If 0 exemptions, item is n/a). Your state [fill in] has adopted an exemption policy that allows for [fill in] school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks. Are you familiar with this state law?	2	2	☆
NS8	Are foods or beverages containing caffeine sold at the high school level?	2	2	☆
PEPA3	How does your physical education program promote a physically active lifestyle? [Examples include: follows NASPE standards; focuses on self-assessment through a "Fitnessgram" or "Activitygram"; teaches skills needed for lifelong physical fitness.]	2	2	☆
PEPA4	How many minutes per week of PE does each grade in elementary school receive? Note: NASPE recommends that schools provide 150 minutes of instructional PE for elementary school children per week for the entire school year.	2	2	☆
PEPA5	How many minutes per week of PE does each grade in middle school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.	2	2	☆
PEPA6	How many minutes per week of PE does each grade in high school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.	2	2	☆
PEPA11	 Are there opportunities for families and community members to engage in physical activity at school? If yes, please describe. How frequently does this occur?	2	2	☆
PEPA12	 Are there opportunities for all students to engage in physical activity before and after school? If yes, please describe. How frequently does this occur?	2	2	☆
PEPA15	When school is not in session, do community members use indoor and outdoor school building and grounds facilities? Does the district have a "joint-use" or "shared-use" agreements? (Note if answer is yes or no)	2	2	☆
WPM2	 Are there strategies used by the school to support employee wellness? Please describe. Examples: "Health and wellness classes are offered to staff." "School physical activity equipment is available for use by staff before or after school to support employee wellness." "Free water and healthy snacks are available in the staff break room."	2	2	☆
IEC1	Is there an active district level wellness committee? Note: This may also be called a health advisory committee or other similar name. If yes, how frequently does the committee meet?	2	2	☆

Update Policies – District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy				
SM1	 Have there been parts of the Healthy Hunger-Free Kids Act (HHFKA) regulations for breakfast or lunch that have been challenging to implement? If yes, are there features of the district's meal program that are not yet in compliance?	1	2	
SM3	 How does your school ensure that children who are receiving free/reduced meals cannot be identified? How confident are you that it is not possible for the students to identify those who qualify for free or reduced lunch?	0	2	
SM8	 Is free (i.e., no cost to students) drinking water available to students during meals (i.e., do not include water for sale). Follow up questions can include: Does the cafeteria have water fountains? Are there a sufficient number of working water fountains? Can students take water back to the table or do they need to drink at the fountain? Do students perceive the water and fountains to be clean and safe?	0	2	
SM9	 What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards? (see below).	0	2	
NS1	 Are there any foods that are not part of the school meals (known as competitive foods) that are sold to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	1	2	
SM2	Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students? [Examples include: breakfast is only offered on testing days; only offered Monday, Wednesday and Friday; only offered in some schools.]	1	2	
SM4	How does the district handle unpaid balances? Follow up questions to determine if student is stigmatized: How are the student and parents notified? Is the student identified in the cafeteria? Is the student refused a meal, given a different meal, or given the regular meal?	0	2	
SM5	How are families provided information about eligibility for free/reduced priced meals? (If district provides universal free meals, score 2)	0	2	
SM6	Are specific strategies used to increase participation in the school meal programs? If yes, please describe. [Examples include: Smarter Lunchroom strategies; limiting competitive foods; requiring high school students have a scheduled lunch period; taste tests and student input; Grab-and-Go or Breakfast in the Classroom]	0	2	
NS2	Do you know where to access the USDA Smart Snacks nutrition standards to check and see if an item can be sold in school during the school day? Can you tell me how you do this?	1	2	
NS13	Do students have consistent and easy access to water throughout the school day? If yes, how? Follow up questions: Are students are permitted to carry water bottles with them throughout the school day? Are there water fountains or free water filling stations throughout the school? Is bottled water is for sale during the school day?	0	2	
PEPA1	 Does the district have a written physical education curriculum that is implemented consistently for every grade?	1	2	
PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	1	2	
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	0	2	
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	0	2	
PEPA9	A PE exemption is when students are permitted to not take PE because of enrollment in other courses such as math, science or vocational training. This does not include exemptions due to disability, religious or medical reasons. What percentage of students do you estimate do not take PE each year due to exemptions?	0	2	
PEPA10	A PE substitution is when students are permitted to not take PE because they are engaged in another physical activity such as JORTC or other school sports. What percentage of students do you estimate do not take PE each year due to substitutions?	1	2	
PEPA13	Is there daily recess for all grades in elementary school? If no, how many days per week is recess offered, and for which grades? How long is recess when it is offered? Note: Best practices for recess: a) it is at least 20 minutes per day; b) it is supervised by trained teachers or staff encouraging students to be active; and c) students have access to safe and appropriate physical activity equipment.	1	2	

		WellSAT 3.0 Score	WellSAT-1 Score	
WPM1	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students? If yes, how does the school encourage this behavior? [Examples include: Provides staff with opportunities to eat healthfully such as subsidized fruits, vegetables, and water in the cafeteria or lounge; Advises staff not to consume sugary drinks at school; Encourages teachers to be active with students.]	1	2	
WPM3	Are teachers encouraged to use physical activity as a reward for students? For example, providing extra recess, taking a walk around the school, or playing an active game in the classroom.	0	2	
WPM6	Are marketing strategies used to promote healthy food and beverage choices in school? If yes, what foods and beverages are promoted, and how is it done? (Examples of promotion include advertisements, better pricing, and more accessible placement of the healthier items).	1	2	
WPM9	Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)? If yes, do the marketed items meet Smart Snacks criteria?	0	2	
WPM10	Is there food or beverage marketing where food is purchased (e.g., logos on exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, or trash and recycling containers)? If yes, do the marketed items meet Smart Snacks criteria?	0	2	
WPM11	Is there food or beverage marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system)? If yes, do the marketed items meet Smart Snacks criteria?	0	2	
WPM12	Is there food or beverage marketing through fundraisers and corporate-incentive programs? Examples include: fundraising programs encourage students and their families to sell, purchase, or consume products, and corporate incentive programs provide funds to schools in exchange for proof of purchase of company products, such as Box Tops for Education. If the school participates in food or beverage fundraisers, do they occur on or off campus, and during or outside the school day? Do all products for sale meet Smart Snacks criteria?	0	2	
IEC8	Is there an active school level wellness committee? (Note: This may also be called a school health team, school health advisory committee, or similar name) If yes, how frequently does the committee meet?	0	2	
Opportunities for Growth – District has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way				
IECS	 How does the committee assess implementation of the wellness policy? How often does this assessment occur? [Examples of evaluation tools are: the CDC's School Health Index, the Alliance for a Healthier Generation checklist, local or state policy implementation checklists, or the current interview.]	1	1	
IEC6	 What is included in the triennial assessment report to the public? Ask to see documentation if available. Note: the requirement is to include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; 2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies; 3. A description of the progress made in attaining the goals of the local school wellness policy.	0	0	
IEC7	 Has the wellness policy been revised based on the triennial assessment? If yes, what process did the committee use to decide what to revise?	0	0	
NE7	Is nutrition education linked with the school food environment? If yes, what are some examples? [Examples include: teachers and food service staff collaborate in connecting nutrition education with the foods and beverages that are in school.]	0	0	
NE8	 Does nutrition education address agriculture and the food system?	0	0	
SM10	 Are you familiar with the farm to school program? In your district, is it a priority to procure locally produced foods for school meals and snacks? If yes, what efforts are made to increase local procurement? Are strategies used in the cafeterias to promote them?	0	0	
NS10	Are foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming? If yes, does the district have nutrition standards (such as Smart Snacks or CACFP) that regulate what can be served? How are these regulations communicated to the adults running the activities? How confident are you that the regulations are followed consistently?	0	0	
NS11	Addresses nutrition standards for all foods and beverages sold (not served) to students after the school day, including before/after care on school grounds, clubs, and after school programming	0	0	
NS12	Do teachers use food as a reward in the classroom for good student behavior (e.g., giving out candy for a right answer; having a pizza party when students finish a unit).	0	1	
PEPA14	 Do teachers provide regular physical activity breaks for students in the classroom? If yes, please describe. How frequently do they occur? Do all teachers conduct physical activity breaks with their students?	1	1	

		WellSAT 3.0 Score	WellSAT-1 Score	
PEPA16	What proportion of students walk or bike to school? How frequently do they do that?	0	1	
WPM4	Do teachers ever use physical activity as a punishment? [Examples include: telling students to run extra laps or do other physical activities as behavioral consequence.]	0	0	
WPM5	Do teachers ever withhold physical activity as a classroom management tool? [Examples include: taking away recess, taking away PE, or requiring students to sit in one place for an extended period of time.]	0	0	
WPM8	Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)? If yes, do the marketed items meet Smart Snacks criteria? If they do not meet Smart Snacks criteria, will this change when there is a renewal of the sponsorship agreement?	0	1	

 Federal Requirement
  Farm to School
  CSPAP (Comprehensive School Physical Activity Program)

- NE Nutrition Education
- SM Standards for USDA Child Nutrition Programs and School Meals
- NS Nutrition Standards for Competitive and Other Foods and Beverages
- PEPA Physical Education and Physical Activity
- WPM Wellness Promotion and Marketing
- IEC Implementation, Evaluation & Communication

Local Wellness Policy/Plan Strengths & Areas for Improvements/Growth

The scorecard above illustrates the district is doing well in several areas, including promoting a physically active lifestyle through PE and athletics classes, providing a walking track for the community, and shared-use agreements with the SYA. However, the committee deemed that much work need to be put into updating the Local Wellness Plan to reflect what is currently taking place in our district, as both the policy and the plan have not been updated since 2017.

A major opportunity for growth is an annual evaluation of our wellness plan’s goals at the end of each school year to be published on the district’s website on the *School Health Services* page, with a triennial evaluation set for 2025-2026. The district will also look at sponsorship agreements that do not meet Smart Snacks criteria as they come up for renewal.

Findings from the Triennial Assessment Report

The SHAC must update or modify the wellness plan and/or policy based on these results; policy is outdated and must be evaluated annually. Updates are mandated and more detail is need in the district’s wellness policy FFA (LOCAL) and wellness plan and work is in progress at this time. This Triennial Assessment Report will be presented to the Board for approval at the December meeting.

The SHAC committee, with assistance from administration, is tasked with creating a draft FFA(LOCAL) Policy and draft Wellness Plan to be presented to the Board for approval no later than the February Board meeting.