

## Local Wellness Policy Triennial Assessment

Sponsors participating in the National School Lunch Program and/or School Breakfast Program are required to have a local wellness policy for all participating sites under its jurisdiction. At a minimum, the local wellness policy must be assessed once every three years; this is referred to as the triennial assessment. Triennial assessments must determine, for each participating site under its jurisdiction, 1) compliance with the wellness policy, 2) progress made in attaining the goals of the wellness policy, and 3) how the wellness policy compares to model wellness policies. This documentation should be kept on file with your organization's written local wellness policy for review by an ISBE monitor during your next school nutrition administrative review.

Sponsor Name:      WOVSED

Site Name:      Norris City Annex

Date Completed:      6/23/23

Completed by:      Jennifer Butler

### Part I: Content Checklist

Below is a list of items that must be addressed in Local Wellness Policies, based on U.S. Department of Agriculture (USDA) and state guidance. Check the box for each item included in your Local Wellness Policy. For any box that is not checked, consider taking steps to add the item(s) to the policy in the future. For more information, see [ISBE's Local Wellness Policy Content Checklist](#).

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Goals for Nutrition Education<br><input checked="" type="checkbox"/> Goals for Nutrition Promotion<br><input checked="" type="checkbox"/> Goals for Physical Activity<br><input checked="" type="checkbox"/> Goals for Other School-Based Wellness Activities<br><input checked="" type="checkbox"/> Unused Food Sharing Plan | <input checked="" type="checkbox"/> Nutrition Standards for School Meals<br><input checked="" type="checkbox"/> Nutrition Standards for Competitive Foods<br><input checked="" type="checkbox"/> Standards for All Foods/Beverages Provided, but Not Sold<br><input checked="" type="checkbox"/> Food & Beverage Marketing<br><input checked="" type="checkbox"/> Wellness Leadership<br><input checked="" type="checkbox"/> Public Involvement<br><input checked="" type="checkbox"/> Triennial Assessments<br><input checked="" type="checkbox"/> Reporting |
|---|---|

**Part II: Goal Assessment**

Per USDA regulations, the triennial assessment must determine compliance with and progress made in attaining the goals of the wellness policy. Input the goals of your local wellness policy into the table below for the corresponding areas: Nutrition Education, Nutrition Promotion, Physical Activity, and Other School-Based Wellness Activities. Indicate if the site is meeting, partially meeting, or not meeting each goal listed. Include any next steps in attaining the goal(s), if applicable. Table rows may be added for additional goals.

Nutrition Education				
Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)
See Well SAT 3.0				
Nutrition Promotion				
Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)

Physical Activity	Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)

Other School-Based Wellness Activities	Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)



### Part III: Model Policy Comparison

As part of the triennial assessment, USDA requires sponsors to assess how their wellness policy compares to model wellness policies. Choose one of the model wellness policies below to compare against your local wellness policy. Indicate which model policy was chosen and provide a narrative for each prompt below based on the findings.

- Alliance for a Healthier Generation's Model Wellness Policy – Local wellness policy created in collaboration with USDA, which exceeds minimum requirements
- Rudd Center's WellSAT 3.0 – Wellness assessment tool that asks a series of questions about your local wellness policy and generates a personalized scorecard based on the results. Users will need to create an account to access this tool.
- Other: \_\_\_\_\_

1. What strengths does your current local wellness policy possess?  
Concise explanation of goals.

2. What improvements could be made to your local wellness policy?  
Need to individualize a little more to meet our specific school. Staff have worked to add more "try this" days and other options to increase students' interest in eating breakfast and lunch, as well as, trying new things.  
We could send more Remind messages to families about some of the items offered.

3. List any next steps that can be taken to make the changes discussed above.  
Follow through

# WellSAT: 3.0

Wellness School Assessment Tool

## DISTRICT SCORECARD



Federal Requirement



Farm to School



CSPAP

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. Use N/A if no elementary schools in district.	2
NE4	All middle school students receive sequential and comprehensive nutrition education. Use N/A if no middle schools in district.	2
NE5	All high school students receive sequential and comprehensive nutrition education. Use N/A if no high schools in district.	2
NE6	Nutrition education is integrated into other subjects beyond health education	2
NE7	Links nutrition education with the school food environment.	2
NE8	Nutrition education addresses agriculture and the food system.	2
Subtotal for Section 1	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100
	<b>Strength Score:</b> Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100

Section 2: Standards for USDA Child Nutrition Programs and School Meals		Rating
SM1	Assures compliance with USDA nutrition standards for reimbursable school meals.	2
SM2	Addresses access to the USDA School Breakfast Program.	2
SM3	District takes steps to protect the privacy of students who qualify for free or reduced priced meals. <i>All - CEP</i>	2
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	1
SM5	Specifies how families are provided information about determining eligibility for free/reduced priced meals	1
SM6	Specifies strategies to increase participation in school meal programs.	2
SM7	Addresses the amount of "seat time" students have to eat school meals.	2
SM8	Free drinking water is available during meals.	2
SM9	Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	2
SM10	Addresses purchasing local foods for the school meals program.	2
Subtotal for Section 2	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100
	<b>Strength Score:</b> Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100







### 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.	2
NS2	USDA Smart Snack standards are easily accessed in the policy.	2
NS3	Regulates food and beverages sold in a la carte.	1
NS4	Regulates food and beverages sold in vending machines.	1
NS5	Regulates food and beverages sold in school stores.	1
NS6	Addresses fundraising with food to be consumed during the school day.	1
NS7	Exemptions for infrequent school-sponsored fundraisers.	1
NS8	Addresses foods and beverages containing caffeine at the high school level. Use N/A if no high schools in district.	N/A
NS9	Regulates food and beverages served at class parties and other school celebrations in elementary schools. Use N/A if no elementary schools in district.	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.	1
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.	1
NS12	Addresses food not being used as a reward.	2
NS13	Addresses availability of free drinking water throughout the school day.	2
<i>Subtotal for Section 3</i>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100
	<b>Strength Score:</b> Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100







### Section 4: Physical Education Physical Activity

		Rating
PEPA1	There is a written physical education curriculum for grades K-12.	2
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	2
PEPA3	Physical education promotes a physically active lifestyle.	2
PEPA4	Addresses time per week of physical education instruction for all elementary school students. Use N/A if no elementary school in district.	2
PEPA5	Addresses time per week of physical education instruction for all middle school students. Use N/A if no middle school in district.	2
PEPA6	Addresses time per week of physical education instruction for all high school students. Use N/A if no high school in district.	2
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	2
PEPA8	Addresses providing physical education training for physical education teachers.	2
PEPA9	Addresses physical education exemption requirements for all students.	2
PEPA10	Addresses physical education substitution for all students.	2
PEPA11	Addresses family and community engagement in physical activity opportunities at all schools.	N/A



 PEPA12	Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	1
PEPA13	Addresses recess for all elementary school students. Use N/A if no elementary schools in district.	2
 PEPA14	Addresses physical activity breaks during school.	2
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	1
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	1
<i>Subtotal for Section 4</i>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100
	<b>Strength Score:</b> Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100

Section 5: Wellness Promotion and Marketing		Rating
WPM1	Encourages staff to model healthy eating and physical activity behaviors.	2
 WPM2	Addresses strategies to support employee wellness.	1
WPM3	Addresses using physical activity as a reward.	2
WPM4	Addresses physical activity not being used as a punishment.	2
WPM5	Addresses physical activity not being withheld as a punishment.	2
WPM6	Specifies marketing to promote healthy food and beverage choices.	2
 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).	1
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	1
WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers, etc.).	1
WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, on school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, or announcements on the public announcement (PA) system).	1
WPM12	Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products).	1
<i>Subtotal for Section 5</i>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	93
	<b>Strength Score:</b> Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	86

Section 6: Implementation, Evaluation, and 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.	2
 IEC6	Triennial assessment results will be made available to the public and will 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.	2
 IEC7	Addresses a plan for updating policy based on results of the triennial assessment.	2
IEC8	Addresses the establishment of an ongoing school building level wellness committee.	2
Subtotal for Section 6	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100
	<b>Strength Score:</b> Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100

Overall District Policy Score		Score
	<b>Comprehensiveness Score:</b> Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	98
	<b>Strength Score:</b> Add the strength scores for each of the six sections above and divide this number by 6.	98



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