



Local Wellness Policy: Triennial Assessment Template

Background Information

An assessment of your school wellness policy must be conducted a minimum of once every three years; however, Local Educational Agencies (LEAs) may assess their policy more frequently if they wish. The results of the assessment must be made available to the public.

Purpose

The template below is offered as a way to summarize the information gathered during your assessment. Members of a school wellness committee who are completing their triennial assessment for their school wellness policy may use this template. It contains the three required components of the triennial assessment, including 1) compliance with the wellness policy 2) how the wellness policy compares to model wellness policies 3) progress made in attaining the goals of the wellness policy.

Results

The copy of the assessment must be made available to the public. How the assessment is made available is the decision of the LEA. Many LEA's choose to post the results on their district website. The triennial assessment summary and the assessment details (e.g. WellSAT 3.0 report) must be shared.

Recordkeeping

Keep a copy of the most recent triennial assessment, along with supporting documentation on file. This will be needed when you have a School Nutrition Program administrative review.

Local Wellness Policy: Triennial Assessment Summary

Section 1: General Information

School(s) included in the assessment:

West St. Paul-Mendota Heights-Eagan School District 197 schools

- 1) Early Learning –Preschool
- 2) Garlough Environmental Magnet School
- 3) Friendly Hills Middle School
- 4) Henry Sibley High School
- 5) Heritage E- STEM Magnet School
- 6) Mendota Elementary School
- 7) Moreland Arts & Health Services Magnet School
- 8) Pilot Knob STEM Magnet School
- 9) Somerset Elementary School

Month and year of current assessment: June 2020

Date of last Local Wellness Policy revision: June 19, 2017

Website address for the wellness policy and/or information on how the public can access a copy:

<https://www.isd197.org/district/school-board/policy-manual>

Section 2: Wellness Committee Information

How many times per year does your school wellness committee meet? 2-3

Designated School Wellness Leader

Name	Job Title	Email Address
Stacie O'Leary	Health Services Coordinator	stacie.oleary@isd197.org

School Wellness Committee Members

Name	Job Title	Email Address
Jeffrey Wolfer	Supervisor of Child Nutrition	jeffrey.wolfer@isd197.org
Tessa Lasswell	Registered Dietitian/ School Wellness Consultant	tessa.lasswell@isd197.org
Carrie Ardito	Director of Communications	carrie.ardito@isd197.org
Jennie Mainz	Health Promotion Specialist	jennie.Meinz@co.dakota.mn.us
Maria Thoreson	UMN Extension - Health and Nutrition Programs, SNAP Educator	thor0349@umn.edu
Lauren Kress	School Aged Care	lauren.kress@isd197.org
Rachel LondonNyhus	Friendly Hills School Psychologist	rachel.londonnyhus@isd197.org
April Elmer	Garlough Physical Education Teacher	april.elmer@isd197.org
Cari Jo Drewitz	Director of Curriculum Instruction and Assessment	carijo.drewitz@isd197.org
Debra Lee	Early Learning Center – Health Professional RN	debra.lee@isd197.org
Kate Skappel	Curriculum Coordinator	kathryn.skappel@isd197.org
Laura Grulkowski	Mendota Licensed School Nurse	laura.grulkowski@isd197.org
Reina Ferguson	Pilot Knob Administrative Assistant	reina.ferguson@isd197.org
Sue McIntosh	Branch Out Transition Program Special Education Teacher	susan.mcintosh@isd197.org

Section 3. Comparison to Model School Wellness Policies

Complete the [WellSAT3.0 assessment tool](#) and keep a copy of the results on file for at least three full school years plus the current year, as it will be reviewed during the next administrative review of your school nutrition program.

Indicate model policy language used for comparison:

- Alliance for a Healthier Generation: Model Policy
- WellSAT 3.0 example policy language
- Other (please specify): _____

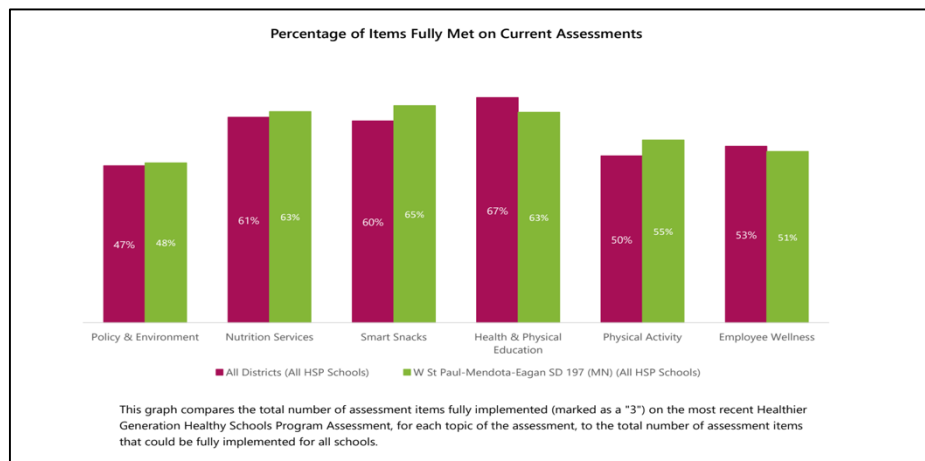
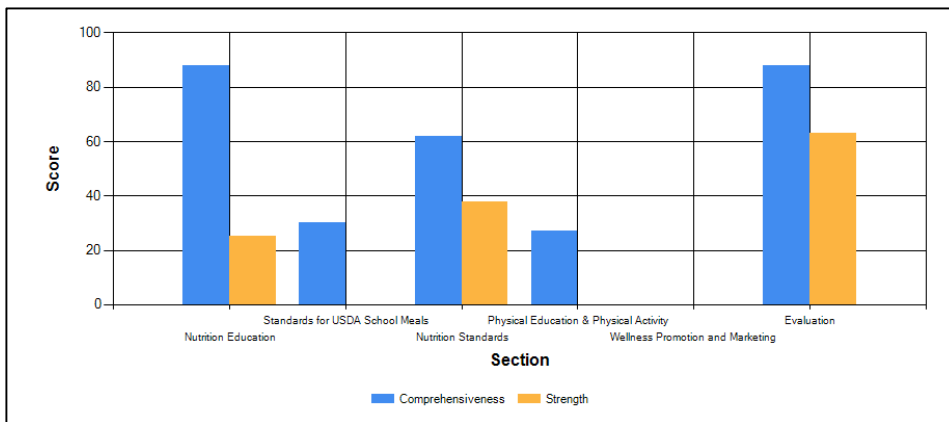
Describe how your wellness policy compares to model wellness policies.

Per the results of the WellSAT3.0 assessment, the ISD197 wellness policy scored a 49 in total

comprehensiveness and a 21 in strength of content. To put ISD197’s score in context, in 2018, the tool was tested with a sample of 50 school districts and the average comprehensiveness score was a 54 and average strength score was a 33.

The sections that were identified as missing from the policy include:

- Restrictions of marketing and advertising of foods meeting Smart Snack standards
- Efforts to reduce stigma of and prevent overt identification of students eligible for free and reduced-price meals
- Mention of School Breakfast Program
- Specify physical activity section to align with federal and state SHAPE guidelines
- Plan for updating policy based on results of triennial assessment
- Language allowing free drinking water for students during meals
- Requirement of annual training for food and nutrition services staff in accordance with USDA professional standards



The ISD197 wellness policy was compared to the Minnesota School Board Association/Minnesota Association of School Administrator’s model wellness policy 533. Besides section IV.E. of the MSBA/MASA 533 wellness policy titled ‘Food and Beverage Marketing in Schools’, the ISD197 policy aligns with this model policy.

Finally, the ISD197 wellness policy was compared to other local districts’ policies. Currently, no language exists in this district’s policy around mental health. To strengthen the comprehensiveness of the ISD197 wellness policy, language will be adapted from these policies and added to ISD197’s policy to create a more inclusive definition of wellness

Section 4. Compliance with the Wellness Policy and Progress towards Goals

Nutrition Promotion and Education Goal(s)	Meeting Goal	Partially Meeting Goal	Not Meeting Goal	Describe progress and next steps
<p><u>Policy 533.III.A1-2:</u></p> <p>A. Nutrition Promotion and Education</p> <p>1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:</p> <ul style="list-style-type: none"> a) offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health; b) part of health education classes, as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and c) enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips. <p>2. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte/snack lines, vending machines, fundraising events, concession stands, and student stores.</p>	X			<p>Progress</p> <p><u>Projects</u></p> <ul style="list-style-type: none"> - Statewide Health Improvement Partnership grants funding the following projects: <ul style="list-style-type: none"> o Healthy Eating initiatives at Early Learning Center o School Aged Care partnership with The Good Acre - Age-appropriate MyPlate presentation to School Aged Care (SAC) students - Culinary Arts camp put on for SAC students during the summer to learn practical cooking skills - Meetings with curriculum directors at both elementary and secondary level to help implement a stronger nutrition education as they plan new health curriculum rollout - Mendota and Garlough elementary hosted taste tests of local fruits and vegetables and wove the same foods tried in taste tests into curriculum - Friendly Hills, Pilot Knob, Mendota encouraged school based agriculture through onsite gardens <p>Next Steps</p> <ol style="list-style-type: none"> 1) Initiate more taste tests, district-wide, using schools who have previously conducted them as examples 2) Strengthen bond between agriculture efforts and food being served in cafeteria <ol style="list-style-type: none"> a. Even if food grown in school gardens unable to be used on menus, encourage connection between menu items and what is available in garden

				3) Re-introduce vegetable or fruit of the month
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Physical Activity Goal(s)	Meeting Goal	Partially Meeting Goal	Not Meeting Goal	Describe progress and next steps
<p><u>Policy 533.III.B1-3:</u></p> <p>B. Physical Activity</p> <ol style="list-style-type: none"> 1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities, such as watching television; 2. Teachers are encouraged to incorporate physical activity into other subject lessons, where appropriate; and 3. Teachers are encouraged to provide short physical activity breaks between lessons or classes, as appropriate. 		X		<p>Progress</p> <ul style="list-style-type: none"> - Purchase of bike fleet for School Aged Care students & teach Walk! Bike! Fun! Curriculum in tandem with riding bikes - Garlough Elementary implemented many physical activity initiatives including: <ul style="list-style-type: none"> o 100 Mile Club o Rollerblade Family Fun Night o Every other Friday 'walk from school' o Jump Rope for Heart American Heart Challenge (\$4000 raised!) - Walk to School initiatives encouraged at all schools <ul style="list-style-type: none"> o For students unable to safely walk to school from home, alternatives are provided for areas students can start (i.e. bus may drop off halfway and teacher meets them to safely complete the walk) - Girls on the Run active at Pilot Knob and Garlough <p>Next Steps</p> <ol style="list-style-type: none"> 1) Add language to policy that's in compliance with federal SHAPE guidelines and MN PE curriculum, including the amount of time students should be physically active each school day 2) Add language about training of physical education teachers 3) Implement Safe Route to School initiatives

School-based activities to promote student wellness goal(s)	Meeting Goal	Partially Meeting Goal	Not Meeting Goal	Describe progress and next steps
<p><u>Policy 533.III.C1-4.V.1-2.C1a-c:</u></p> <p>C. Communications with Parents</p> <ol style="list-style-type: none"> 1. The school district recognizes that parents and guardians have a primary role in promoting their children's health and well-being. 2. The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children. 3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value. 4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school. <p>B. Wellness Leadership and Community Involvement – Public Involvement</p> <ol style="list-style-type: none"> 1. The Wellness Coordinator will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the wellness policy. 2. The Wellness Coordinator will hold meetings, from time to time, for the purpose of discussing the development, implementation, and periodic review and update of the wellness policy. All meeting dates and times will be posted on the school district's website and will be open to the public. <p>C. Triennial Assessment</p> <ol style="list-style-type: none"> 1. At least once every three years, the school district will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the following information: <ol style="list-style-type: none"> a) extent to which schools under the jurisdiction of the school district are in compliance with the wellness policy; b) extent to which the school district's wellness policy compares to model local wellness policies; and c) a description of the progress made in attaining the goals of the school district's wellness policy. 	X			<p>Progress</p> <ul style="list-style-type: none"> - Utilization of AFHG assessments <ul style="list-style-type: none"> o Through a grant, the district was able to partner with a AFHG wellness consultant o Grant ended in 2019, but consultant access still - Support overall student health through SHIP projects <ul style="list-style-type: none"> o Vaping prevention at middle and high schools o Mindful movement through local organization, 1000 Petals, in two elementary schools (Garlough and Pilot Knob) and one middle school (Friendly Hills) that supports social and emotional health - School wellness consultant created a wellness column in the weekly district newsletter sent to families, staff and community to communicate wellness initiatives and also to foster wellness for all - District wellness committee convened in-person and virtually 2-3 times per year to discuss successes and struggles with wellness at their site, and relevant topic that all schools should focus on (i.e. vaping, health equity) <ul style="list-style-type: none"> o Wellness committee has representation from nearly all schools (ask made in attempt to get representation from all schools) - Moreland & Garlough convened a site-based wellness committee in the 2017-18 academic year - Employee wellness initiatives, specifically at Somerset, Garlough, & Pilot Knob with the understanding that employees modeling healthy behaviors encourages students to do the same - Healthy Hero award given to district employees who have made positive wellness changes

				<p>& serve as model for community wellness</p> <p>Next Steps</p> <ol style="list-style-type: none"> 1) Make changes to ISD197 wellness policy to comply with federal requirements as demonstrated by comparing current policy to model policies and identification of areas to strengthen from WellSAT 3.0 2) Add language to policy which supports mental health 3) Determine if ways to incorporate health equity and social determinant of health language into policy <ol style="list-style-type: none"> a. Set goals as a district through the wellness committee that support health equity 4) Encourage wellness committee members to lead site-based wellness initiatives and/or meetings at their respective schools
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Nutrition guidelines for all foods and beverages for sale on the school campus (i.e. school meals and smart snacks)	Meeting Goal	Partially Meeting Goal	Not Meeting Goal	Describe progress and next steps
<p>Policy 533.IV.A1-10.C1-2:</p> <p>A. School Meals</p> <ol style="list-style-type: none"> 1. The school district will provide healthy and safe school meal programs that comply with all applicable federal, state, and local laws, rules, and regulations. 2. Food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students. 3. Food service personnel will try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning. 4. Food service personnel will provide clean, safe, and pleasant settings. 5. Food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all applicable federal, state, and local laws, rules, and regulations and that reimbursable school meals meet USDA nutrition standards. 6. Food service personnel shall adhere to all applicable federal, state, and local food safety and security guidelines. 7. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. 8. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks. 9. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals, and schedule meal periods at appropriate times during the school day. 10. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities. <p>C. Competitive Foods and Beverages</p> <ol style="list-style-type: none"> 1. All foods and beverages sold on school grounds to students, outside of reimbursable meals, are considered "competitive foods." Competitive foods include items sold a la carte in the cafeteria, from vending machines, school stores, and for in-school fundraisers. 2. All competitive foods will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. 	X			<p>Progress</p> <ul style="list-style-type: none"> - Increased access to breakfast at Henry Sibley High School through introduction of two Second Chance Breakfast Kiosk (a grab and go model) <ul style="list-style-type: none"> o These were created as a response to an assessment identifying time as the main barrier to students eating breakfast - Registered dietitian created a streamlined special diet statement and flowchart to make protocol easier to follow for school nutrition professionals and health services team - Launch of Mealviewer for displaying breakfast and lunch menus on website for parents and students to easily access as well as to display on screens in the high school - Utilized the AFHG's Amazon SmartSnack store <ul style="list-style-type: none"> o Shared with middle school special education department operating a school store o Shared with School Aged Care program to assist in program's purchasing of snacks for sites not being reimbursed for snacks - Comprehensive presentation to school nutrition professionals at start of every academic year by registered dietitian providing overview of SBP, NSLP, and OVS requirements - Water coolers and/or hydration station added to each cafeteria to make water accessible during breakfast and lunch - School Age Care staff directly in contact with food received ServSafe training <p>Next Steps</p> <ol style="list-style-type: none"> 1) Launch cloud-based nutritional back-of-house software, Mosaic, to better identify if USDA meal standards for both SBP and NSLP are being met on a daily and weekly basis. 2) Add language to policy about making water accessible during breakfast and lunch

				3) Work with child nutrition team to increase availability of fresh and local fruits and vegetables on menu 4) Continue breakfast kiosks at high school, considering adding other locations and launch breakfast kiosks at Friendly Hills Middle School 5) Work with Henry Sibley High School before school store to ensure all foods being served meet Smart Snack guidelines, especially beverages containing caffeine 6) Include Competitive Food and Beverage language to include out of school fundraisers
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Guidelines for other foods and beverages available on the school campus, but not sold	Meeting Goal	Partially Meeting Goal	Not Meeting Goal	Describe progress and next steps
<p>Policy 533.IV.C3.D1-2:</p> <p>C. Competitive Foods and Beverages 3. Before and Aftercare (child care) programs are encouraged to comply with the school district's nutrition standards unless they are reimbursable under USDA school meals program, in which case they must comply with all applicable USDA standards.</p> <p>D. Other Foods and Beverages Made Available to Students</p> <p>1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:</p> <p>a) Celebrations and parties. The school district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.</p> <p>b) Classroom snacks brought by parents. The school district will provide to parents a list of suggested foods and beverages that meet Smart Snacks nutrition standards.</p> <p>2. Rewards and incentives. Schools will be encouraged to not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.</p>		X		<p>Progress</p> <ul style="list-style-type: none"> - Created materials for parents and guardians of School Aged Care participants as an explanation of how to pack a balanced lunch - Moreland Elementary explored alternatives to birthday food treats - Somerset Elementary offered Star Behavior rewards that were student choice and non-food based (i.e. use of principal's chair, morning greeting, reading to another class, etc.) <p>Next Steps</p> <ol style="list-style-type: none"> 1) Strengthen language in policy around food offered as a treat in the classroom <ol style="list-style-type: none"> a. Consider language around non-food celebration ideas vs. a list of pre-approved foods 2) Continue educating parents about what constitutes a balanced snacks and lunches, taking into consideration cultural and religious preferences 3) Strengthen communication with classroom teachers about 'Other Foods and Beverages Made Available to Students' component of wellness policy

Marketing and advertising of only foods and beverages that meet Smart Snacks	Meeting Goal	Partially Meeting Goal	Not Meeting Goal	Describe progress and next steps
Not currently in policy			X	<p>Next Steps</p> <ol style="list-style-type: none"> 1) Add language around marketing and advertising to policy to read: "Food and Beverage Marketing in Schools 1. School-based marketing will be consistent with nutrition education and health promotion. 2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the Smart Snacks nutrition standards. " 2) Following addition of language to policy 533, signage around district, specifically at Henry Sibley High School to encourage purchase of Smart Snack compliant food and beverage

Include any additional notes, if necessary:

SHIP (Statewide Health Improvement Partnership) Grants: 2020-21 Cycle

<p><u>Goal:</u> Expand opportunities for healthy snacks and improve Pre-K nutrition for students in the All-Day Classrooms (“Threes” and Pre-K) at the Early Learning Center.</p>	<ul style="list-style-type: none"> • Project champion staff time • Training/course fees for 3 staff to attend approved nutrition curriculum trainings <ul style="list-style-type: none"> ○ Growing Healthy Eaters ○ Early Sprouts • Educational/Promotional Materials – Posters, parent education materials • Materials/Supplies/Equipment = materials for planting container gardens, kitchen equipment • Revise approved snack list for teachers and parents in collaboration with District Wellness Consultant • Early Learning Center to purchase snacks and food ingredients for student consumption
<p><u>Goal:</u> Expand opportunities for healthy snacks outside the school day for children in School-Age Care (Kindergarten – 8th grade) at three (3) elementary schools (Garlough Elementary, Moreland Elementary, Somerset Elementary) through a Farm to School pilot program to procure and incorporate local fruits and vegetables into the snack menu and curriculum.</p>	<ul style="list-style-type: none"> • Project champion staff time • Staff time to attend trainings – paid for by SAC • Training Fees – Estimated 14 hours of approved culinary and food safety training for School-Age Care staff. <ul style="list-style-type: none"> ○ The Good Acre Taste Test Instruction ○ The Good Acre Culinary Training “Fundamentals of Scratch Cooking” – 2 to 3-hour training for up to 15 participants ○ ServSafe Food Manager and Food Handler food safety training by the National Restaurant Association paid for by Contractor • Educational/Promotional Materials – print recipes and nutrition education flyers • Start-up materials/supplies/kitchen equipment to support Farm to School pilot with The Good Acre • Purchase of farm-fresh produce from The Good Acre Wholesale Program – paid for by SAC • Incorporate more local produce in the School-Aged Care curriculum through exposure on the snack menu and experiential nutrition education
<p><u>Goal:</u> Expand opportunities for Moving and Learning during the school day at Pilot Knob STEM Magnet Elementary, Garlough Environmental Magnet Elementary, and Friendly Hills Middle School.</p> <p>*this grant was funded both by SHIP & UCare</p>	<ul style="list-style-type: none"> • Project champion staff time – three (3) project champions, 1 per building • Moving and Learning Training Fees <ul style="list-style-type: none"> ○ Approved 2-hour introductory training for all Friendly Hills Middle School staff involved with Residency ○ Approved 3-hour customized Moving and Learning staff development workshop at Pilot Knob and Garlough - (3 hours plus family night for 75 minutes) ○ Approved 4 hours of ongoing consultation with staff at Pilot Knob and Garlough • Approved Residency program at 3 schools – Pilot Knob Elementary, Garlough Elementary, Friendly Hills Middle School <ul style="list-style-type: none"> ○ Eight (8) classrooms Pilot Knob ○ Eight (8) classrooms at Garlough ○ Four (4) classrooms at Friendly Hills Middle • Share Moving and Learning progress updates with District Wellness Committee
<p><u>Goal:</u> Incorporate a new tobacco (e-cigarette/vaping) prevention curriculum into health and physical education courses at Henry Sibley High School, Heritage Middle School, and Friendly Hills Middle School. Enhance tobacco prevention education for parents and students.</p>	<ul style="list-style-type: none"> • Project champion staff time – two (2) staff • Staff time – substitute teacher time for ten (10) middle and high school staff to attend two, half-day trainings to review curriculum and create lesson plans using the approved Tobacco Prevention Toolkit – Stanford Medicine. • Educational/Promotional Materials – Purchase, customize and disseminate approved Partners In Prevention vaping prevention education materials (print & digital) for parents and students. • Translate into Spanish, print, mail, and digitally distribute vaping prevention brochures through multiple channels (i.e. district newsletter, community presentations, in-person student and parent meetings).