

Vaughn Next Century Learning Center

Triennial Assessment

Completed June 25, 2021

In accordance with the [2016 Final Rule](#), schools must complete an assessment of their district wellness policy every three years, at minimum. The assessment must include several components:

1. Comparison of the district's School Wellness Policy to a model policy;
2. Measurement of the extent to which the district is in compliance with the policy;
3. Description of the district's progress toward achieving the goals described in the policy.

Vaughn Next Century Learning Center used the WellSAT Triennial Assessment tools and worksheets to fulfill the requirements of the Triennial Assessment. Results are detailed below.

PART 1: Comparison to a model School Wellness Policy

- See completed WellSAT 3.0 Scorecard (attached).

PART 2: Local measurement of compliance with School Wellness Policy

- The district performed interviews with district- and school-level personnel, using the WellSAT-I tool. Scores were recorded using the WellSAT-I Scorecard and analyzed using the WellSAT Worksheet 3 (attached).

PART 3: Description of the district's progress toward achieving goals described in the policy

- See completed WellSAT Worksheet 4 (attached).

Your District's Scorecard

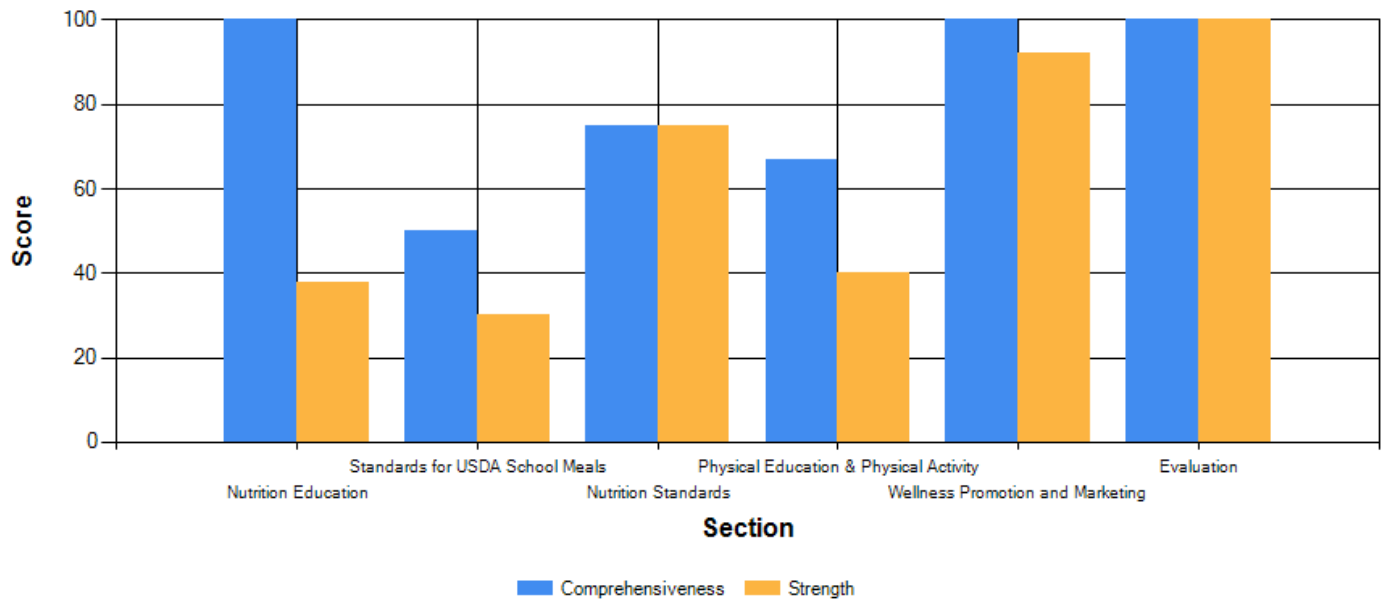
[Close window](#)

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: Vaughn Next Century Learning Center



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. | 1 |
| NE4 | All middle school students receive sequential and comprehensive nutrition education. | 1 |
| NE5 | All high school students receive sequential and comprehensive nutrition education. | 1 |
| NE6 | Nutrition education is integrated into other subjects beyond health education | 2 |
| NE7 | Links nutrition education with the school food environment. | 1 |
| NE8 |  Nutrition education addresses agriculture and the food system. | 1 |
| Subtotal for Section 1 | Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8. Multiply by 100. Do not count an item if the rating is "0." | 100 |

| | |
|--|-----------|
| Strength Score: Count the number of items rated as "2" and divide this number by 8. Multiply by 100. | 38 |
|--|-----------|

[Click here for Nutrition Education Resources](#)

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. | 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. | 1 |
| SM6 | Specifies strategies to increase participation in school meal programs. | 1 |
| 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. Multiply by 100. Do not count an item if the rating is "0." | 50 |
| | Strength Score: Count the number of items rated as "2" and divide this number by 10. Multiply by 100. | 30 |

[Click here for School Food Resources](#)

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. | 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. | 0 |
| NS8 | Addresses foods and beverages containing caffeine at the high school level. | 0 |
| 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. | 2 |
| NS12 | Addresses food not being used as a reward. | 2 |
| 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 12. 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 12. Multiply by 100. | 75 |

[Click here for Nutrition Standards Resources](#)

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. | 2 |
| PEPA3 | Physical education promotes a physically active lifestyle. | 2 |
| PEPA4 | Addresses time per week of physical education instruction for all elementary school students. | 1 |
| PEPA5 | Addresses time per week of physical education instruction for all middle school students. | 1 |
| PEPA6 | Addresses time per week of physical education instruction for all high school students. | 1 |
| 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. | 0 |

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| 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. | 2 |
| PEPA14 |  Addresses physical activity breaks during school. | 2 |
| PEPA15 | Joint or shared-use agreements for physical activity participation at all schools. | 0 |
| 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 15. Multiply by 100. Do not count an item if the rating is "0." | 67 |
| | Strength Score: Count the number of items rated as "2" and divide this number by 15. Multiply by 100. | 40 |

[Click here for Resources on Physical Activity in Schools](#)

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. | 2 |
| 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). | 2 |
| WPM9 | Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials). | 2 |
| 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). | 2 |
| 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). | 2 |
| WPM12 | Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising | 1 |

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| | 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). | |
| Subtotal for Section 5 | Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 12. Multiply by 100. Do not count an item if the rating is "0." | 100 |
| | Strength Score: Count the number of items rated as "2" and divide this number by 12. Multiply by 100. | 92 |

[Click here for Wellness Promotion and Marketing Resources](#)

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. | 2 |
| IEC6 |  Triennial assessment results will be made available to the public and will include: | 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 | Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8. Multiply by 100. Do not count an item if the rating is "0." | 100 |
| | Strength Score: Count the number of items rated as "2" and divide this number by 8. Multiply by 100. | 100 |

[Click here for Resources for Wellness Policy Development, Implementation and Evaluation](#)

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 82 |
|--|------------------------------------|

Total Strength

Add the strength scores for each of the six sections above and divide this number by 6.

District Score

63



Federal Requirement



Farm to School



CSPAP

WORKSHEET 3: IDENTIFY CONNECTIONS BETWEEN POLICY AND PRACTICE

This worksheet includes four sections that assess the connections between the written wellness policy and the district and school practices.

Instructions: Print out the WellSAT 3.0 Scorecard and Scorecard for the WellSAT-I. With the two scorecards side by side, go through each section and identify the following using Worksheet 3:



All items that received a written policy score of 2 and an interview practice score of 2. These are your district's Strong Policies and Aligned Practices. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 1 or 2 and an interview practice score of 0 or 1. These are items where you need to Create Practice Implementation Plans. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 0 or 1 and an interview practice score of 2. These items are where your district should Update Policies. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 0 or 1 and an interview practice score of 0 or 1. These items represent Opportunities for Growth. List items in this section on Worksheet 2, starting with those that are federally required.

SECTION 1: STRONG POLICIES AND ALIGNED PRACTICES



This document identifies where the district has a strong policy and is fully implementing practices that align with the policy.

- Describe the items that received a written policy score of 2 and an interview practice score of 2. Start with the Federal Requirements for each section.

| Item number | Item description |
|-------------|---|
| | Section 1. Nutrition Education |
| NE1 | Includes goals for nutrition education that are designed to promote student wellness. |
| | |
| | |
| | Section 2: Standards for USDA Child Nutrition Programs and School Meals |
| SM1 | Assures compliance with USDA nutrition standards for reimbursable school meals |
| SM2 | Addresses access to the USDA School Breakfast Program. |
| | |
| | Section 3: Nutrition Standards for Competitive and Other Foods and Beverages |
| 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. |
| NS2 | USDA Smart Snack standards are easily accessed in the policy |
| NS3 | Regulates food and beverages sold in a la carte |
| 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. |
| | Section 4: Physical Education and Physical Activity |
| PEPA3 | Physical education promotes a physically active lifestyle. |
| PEPA11 | Addresses family and community engagement in physical activity opportunities at all schools. |

| | |
|--------|---|
| PEPA12 | Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities. |
| PEPA13 | Addresses recess for all elementary school students |
| PEPA14 | Addresses physical activity breaks during school |
| | Section 5: Wellness Promotion and Marketing |
| | |
| | Section 6: Implementation, Evaluation & Communication |
| WPM4 | Addresses physical activity not being used as a punishment. |
| WPM7 | Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards. |
| WPM8 | Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment) |
| WPM9 | Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials). |
| 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). |
| WPM11 | Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screensavers, school-sponsored Internet sites, and announcements on the public announcement (PA) system). |
| WPM12 | Specifically addresses marketing through fundraisers and corporate-incentive 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). |

SECTION 2: CREATE PRACTICE IMPLEMENTATION PLAN



This document identifies areas where there is a strong or weak policy, but practice implementation is either absent or limited. The Connecticut State Department of Education (CSDE) recommends working with key stakeholders and developing a plan to fully implement the policy as written.

Completed on June 24, 2021

- ▶ Enter the items that received a written policy score of 1 or 2 and an interview practice score of 0 or 1. Start with the Federal Requirements for each section.

| Item number | Item description |
|--------------|---|
| | Section 1. Nutrition Education |
| NE2 | Nutrition education teaches skills that are behavior focused, interactive, and/or participatory |
| NE3 | All elementary school students receive sequential and comprehensive nutrition education. |
| NE4 | All middle school students receive sequential and comprehensive nutrition education. |
| NE5 | All high school students receive sequential and comprehensive nutrition education. |
| NE6 | Nutrition education is integrated into other subjects beyond health education |
| NE8 | Links nutrition education with the school food environment. |
| | Section 2: Standards for USDA Child Nutrition Programs and School Meals |
| NONE | NONE |
| | |
| | |
| | Section 3: Nutrition Standards for Competitive and Other Foods and Beverages |
| NS4 | Regulates food and beverages sold in vending machines. |
| NS6 | Addresses fundraising with food to be consumed during the school day. |
| NS9 | Regulates food and beverages served at class parties and other school celebrations in elementary schools. |
| NS12 | Addresses food not being used as a reward |
| | Section 4: Physical Education and Physical Activity |
| PEPA2 | The written physical education curriculum for each grade is aligned with national and/or state physical education standards |

| | |
|--------------|--|
| PEPA5 | Addresses time per week of physical education instruction for all middle school students. |
| PEPA6 | Addresses time per week of physical education instruction for all high school students. |
| | |
| | Section 5: Wellness Promotion and Marketing |
| WPM1 | Encourages staff to model healthy eating and physical activity behaviors. |
| WPM2 | Addresses strategies to support employee wellness. |
| WPM3 | Addresses using physical activity as a reward. |
| WPM6 | Specifies marketing to promote healthy food and beverage choices |
| | |
| | Section 6: Implementation, Evaluation & Communication |
| 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. |
| | |
| | |

SECTION 3: UPDATE POLICIES

This document identifies areas where the LEA is (a) fully implementing practices but there is no or only weak language in the written policy, or (b) partially implementing practices with no policy language. Best practice is to update the policy to match the implementation level.



- ▶ Enter the items that received a written policy score of 0 or 1 and an interview practice score of 2. Start with the Federal Requirements for each section.

Completed on June 24, 2021

| Item number | Item description |
|-------------|--|
| | Section 1. Nutrition Education |
| NONE | NONE |
| | |
| | |
| | Section 2: Standards for USDA Child Nutrition Programs and School Meals |
| SM3 | District takes steps to protect the privacy of students who qualify for free or reduced priced meals. |
| SM6 | Specifies strategies to increase participation in school meal programs. |
| SM8 | Free drinking water is available during meals |
| SM9 | Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards. |
| | Section 3: Nutrition Standards for Competitive and Other Foods and Beverages |
| NS7 | Exemptions for infrequent school-sponsored fundraisers. |
| NS8 | Addresses foods and beverages containing caffeine at the high school level |
| NS13 | Addresses availability of free drinking water throughout the school day. |
| | Section 4: Physical Education and Physical Activity |
| PEPA1 | There is a written physical education curriculum for grades K-12. |
| PEPA4 | Addresses time per week of physical education instruction for all elementary school students. |
| PEPA10 | Addresses physical education substitution for all students. |
| PEPA16 | District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance. |
| | |
| | Section 5: Wellness Promotion and Marketing |
| 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) |

Completed on June 24, 2021

| | |
|-------------|---|
| | |
| | |
| | Section 6: Implementation, Evaluation & Communication |
| NONE | NONE |
| | |
| | |

SECTION 4: OPPORTUNITIES FOR GROWTH

This identifies areas where the district has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way.



- ▶ Enter the items that received a written policy score of 0 or 1 and an interview practice score of 0 or 1. Start with the Federal Requirements for each section.

| Item number | Item description |
|-------------|--|
| | Section 1. Nutrition Education |
| NE3 | All elementary school students receive sequential and comprehensive nutrition education. |
| NE4 | All middle school students receive sequential and comprehensive nutrition education |
| NE5 | All high school students receive sequential and comprehensive nutrition education. |
| NE7 | Links nutrition education with the school food environment. |
| NE8 | Nutrition education addresses agriculture and the food system. |
| | |
| | Section 2: Standards for USDA Child Nutrition Programs and School Meals |
| SM10 | Addresses purchasing local foods for the school meals program. |
| | |
| | |
| | Section 3: Nutrition Standards for Competitive and Other Foods and Beverages |
| NONE | NONE |
| | |
| | |
| | Section 4: Physical Education and Physical Activity |
| PEPA5 | |

Completed on June 24, 2021

| | |
|-------------|---|
| PEPA6 | |
| PEPA9 | |
| PEPA15 | |
| | Section 5: Wellness Promotion and Marketing |
| NONE | NONE |
| | |
| | |
| | Section 6: Implementation, Evaluation & Communication |
| NONE | NONE |
| | |
| | |

WORKSHEET 4: SUMMARY OF FINDINGS

This worksheet can be used to create narrative descriptions to post alongside sections from Worksheet 3: Identifying Connections between Policy and Practice. The purpose of these narratives is to describe the district's progress toward meeting their wellness goals. Not all districts will have information to share in all four sections.



SECTION 1: STRONG POLICIES AND ALIGNED PRACTICES

If applicable, write a narrative below to describe your district's areas of success in meeting its wellness goals.

The District has successfully detailed and implemented wellness practices related to nutrition education, school meals, standards for competitive foods and beverages, and physical education in accordance with USDA regulations.

Some successful practices related to the areas identified in this section include:

- *District has specific goals for nutrition education, teachers promoted school lunch by inviting students to participate in the program and sharing meal time virtually, and acted as role models for healthy eating.*
- *All meals offered to students are free of charge and are compliant with USDA nutrition standards*
- *All foods offered throughout the school day must comply with USDA Smart Snack standards*
- *Promotion of physical education and physical education activities for our students and their families. During school closures related to COVID-19, students continued to have access to physical education virtually.*



SECTION 2: CREATE PRACTICE IMPLEMENTATION PLAN

If applicable, write a narrative below to describe how your district will create practice implementation plans to ensure full compliance with all elements of the LSWP.

Due to COVID-19, some of the practices outlined in the Local School Wellness Policy were implemented at a limited capacity.

The District Wellness Committee will work on developing a plan to implement and reinstate all federal requirements in light of schools reopening and the end of the pandemic, including: goals for nutrition education for all grades, nutrition standards for competitive foods including regulating foods and beverages served at classroom celebrations, and updating the physical education curriculum to adhere to the most current guidelines.

In addition, an important area of focus to be addressed in this section is Wellness Promotion. The School Climate Department is currently working hard to identify areas to create awareness around mental health and Vaughn's leaders are actively collaborating to create access to social programs that benefit our students and their families, especially those that are most in need.

The wellness committee will work to create a plan and target goals to support employee wellness. Especially during these pandemic times, we acknowledge the importance of mental health and our district will work on finding ways we can bring some of the principles of mental health and well-being to life in our departments by promoting self-care and fostering a culture of wellness at work, and supporting our employees to act as role models for our students.



SECTION 3: UPDATE POLICIES

If applicable, write a narrative below to describe how the district will update its policy to include all federally required items. You may also add plans for additional policy updates if desired.

The District Wellness Committee will review and prioritize all federally required policy updates and provide edits to be reviewed by the School Board during SY 21-22 or at the upcoming Board Meeting, whichever comes first.

As well, the Committee will review the sections of the policy that contain weak language, focusing on Standards for Child Nutrition Programs and Nutrition Standards for Competitive foods and beverages, and will request community input on updating these sections. Our committee plans to recruit active committee members who can support the development of strong policy language in the areas mentioned earlier along with improving the written physical education curriculum.

Vaughn Next Century Learning Center acknowledges that having a strong written policy will ensure clear communication with the school community and families.



SECTION 4: OPPORTUNITIES FOR GROWTH

If applicable, write a narrative below to describe how your district will update its policy and practices to include all federally required items. You may also add plans for additional wellness goals if desired.

The District Wellness Committee has reviewed the Opportunities for Growth and will prioritize updating all federally required elements of the Local School Wellness Policy in the immediate future and submit for Board Approval by the end of SY21-22, or at the upcoming Board Meeting, whichever comes first (due to COVID, Board Meetings have been rescheduled). The areas to be immediately addressed and updated are related to Nutrition Education.

Based on the results of this Triennial Assessment, the Wellness Committee will develop an action plan for the next 3 years.

Vaughn is committed to continuously work on improving a culture of wellness in our schools, and the results of this completed triennial assessment will be readily available to the public.

USDA Nondiscrimination Statement

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- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

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