

**Bethany Public School District  
Local School Wellness Policy  
Triennial Assessment Summary  
June 2021**



## **Wellness Policy General Information**

The USDA Food and Nutrition Services requires every school district that participates in the National School Lunch Program or School Breakfast Program to establish a Local School Wellness Policy (LSWP) to promote students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

The Bethany Public School District (District) promotes a healthy school environment by supporting wellness, good nutrition, and regular physical activity as a part of the total learning environment. Please refer to the [District's Wellness Policy # 6142.101](#) and [Administrative Regulation # 6142.101](#) for more information. The District Wellness Policy requires that a Wellness Council (Council) be formed and meet at least 4 times a school year to assist in the development, implementation, review, and update of the LSWP. The 2020-2021 Council Members are:

Colleen Murray, Superintendent (Chairperson)  
Thomas Reed-Swale, BCS Principal  
Donna Ricciardi, BOE Office Assistant  
Peter Ferrara, Chartwells Food Service Director  
Frank Labbate, BCS Physical Education Teacher  
Marjorie Nusom, BCS School Psychologist  
Kate Beeman, BCS Grades 5 and 6 Teacher  
Andrea Hubbard, BCS Reading Intervention Teacher & Parent  
Dr. Namita Wijesekera, BOE Member, School Medical Advisor & Parent  
School Nurse  
Jennifer Searles, Parent  
Marie Bartels, Parent  
Dr. Jennifer Kapo, Parent

## **LSWP Triennial Assessment**

The USDA requires school districts to perform an assessment of its LSWP, at a minimum, once every 3 years and it must include the following:

1. the extent to which the District's Wellness Policy compares to the model local school wellness policy;
2. the extent to which the school is in compliance with the LSWP; and
3. a description of the progress made in attaining the goals of the Wellness Policy.

### **1. COMPARISON OF DISTRICT WELLNESS POLICY TO A MODEL LSWP**

The Council created a [Model Policy Comparison Chart](#) using the WellSAT 3.0 assessment tool provided by the UConn Rudd Center as a resource. Referring to this resource, the Council identified all required and recommended elements of a LSWP. The chart indicates that the District's LSWP has all the required elements of a LSWP. The chart provides additional information on the District's implementation of each element.

The Council also used the following four worksheets provided by the Connecticut State Department of Education and the UConn Rudd Center to complete the District's triennial assessment process:

- [Worksheet 1: Scorecard for WellSAT 3.0](#)
- [Worksheet 2: Scorecard for WellSat-I](#)
- [Worksheet 3: Identify Connections between Policy and Practice](#)
- [Worksheet 4: Summary of Findings](#)

### **2. SCHOOL'S COMPLIANCE WITH LSWP**

Using the WellSat-I Assessment Tool to evaluate the school's compliance with the LSWP, Council representatives interviewed the school's Principal, Director of Curriculum, Physical Education Teacher, and Food Service Director. The overall results were positive, with the District meeting or exceeding most elements of the policy. The assessment did, however, identify some improvement opportunities in the following areas:

- Standards for USDA Child Nutrition Programs and School Meals
- Nutrition Education

### **3. PROGRESS IN ATTAINING GOALS OF THE LSWP**

While the District has made considerable progress implementing the goals of its LSWP since its last triennial assessment, the Council recognizes that the following goals/improvement areas will strengthen the policy and administrative regulation even further. Bethany Public

School District is committed to continuing to provide the resources necessary to improve the health and wellness of our school community.

<u>GOAL</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>TARGET DATE</u>	<u>STATUS/NOTES</u>
Offer the School Breakfast Program	Donna Ricciardi/Peter Ferrara/Tom Reed-Swale	August 2021	<p>The District will participate in the School Breakfast Program for SY 2021-2022.</p> <p>The District and Chartwells will coordinate with Principal Reed-Swale to determine the optimal time of day to distribute the cold bagged breakfast, so as to get the most student participation, but with minimal disruption in the classroom.</p> <p>Breakfast will be free, as the District is opting into the USDA waiver which allows free meals to students for the SY 2021-2022.</p>
Re-introduce the Mood Boost Food Education Program	Peter Ferrara/Donna Ricciardi	August 2021	<p>The Mood Boost Food Education Program was successfully launched in February 2020, but was put on pause due to COVID-19 school closure.</p> <p>Contingent upon funding, the District and Chartwells will reintroduce the Mood Boost Program to continue to educate students on how different foods affect moods and mental well-being.</p>

<b><u>GOAL</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>TARGET DATE</u></b>	<b><u>STATUS/NOTES</u></b>
<p>Provide nutrition education communication to parents i.e. link to <a href="http://www.myplate.gov">www.myplate.gov</a>, quarterly newsletters from Chartwells</p>	<p>Donna Ricciardi/Peter Ferrara</p>	<p>August 2021</p>	<p>At the start of the 2021 - 2022 school year, Chartwells will provide quarterly newsletters for the District Website. The District will also provide links on the website to <a href="http://www.myplate.gov">www.myplate.gov</a> with resources and recipes for families.</p> <p>District communication will be sent to parents/guardians notifying them of the resource on the website.</p>
<p>Develop procedures for addressing food at 6th grade graduation</p>	<p>Tom Reed-Swale with Wellness Council Members</p>	<p>June 2021</p>	<p>Per the Board of Education Wellness Policy, all food offered at BCS will meet the Connecticut Nutrition Standards.</p>
<p>Re-establish the BCS school garden to provide opportunities for hands-on nutrition learning.</p>	<p>ESY Programming</p>	<p>Spring 2022</p>	<p>The District will explore Outdoor Education funds through the American Rescue Plan (ARP) Grant to build a school garden, which will be managed and maintained by students and faculty advisors.</p>

<b><u>GOAL</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>TARGET DATE</u></b>	<b><u>STATUS/NOTES</u></b>
<p>Incorporate nutrition education into physical education classes.</p>	<p>Kai Byrd/Frank Labbate</p>	<p>August 2021</p>	<p>Weekly mini-lessons on nutritional education will be embedded in the physical education classes in all grades as part of the standard-based physical education curriculum. The physical education teacher will provide lessons on nutrition and engage students in discussions related to this information and the connection to overall health and wellness.</p>
<p>Include a Wednesday Wellness segment on Bethany News Network (BNN), at least once a month to tie nutrition facts to school lunch.</p>	<p>Michelle Schwenger/Peter Ferrara/Donna Ricciardi</p>	<p>August 2021</p>	<p>On the last Wednesday of each month, the Bethany Community School morning broadcast (BNN), will highlight different menu items and share the nutrition facts with students, as well as where to find nutrition facts from Nutrislice on the District website.</p>

## Bethany Public School District Model Policy Comparison Chart

Required (in yellow) and Recommended Elements of a Model Policy	Included in Bethany Public School District's Wellness Policy?	Is Bethany Community School in Compliance with the District Wellness Policy?
<b>Section 1 Nutrition Education</b>		
1.1 The District has goals for nutrition education designed to promote student wellness.	YES	The District has specific goals promoting student wellness and teachers discuss nutrition education with students, however, the District has identified a goal to strengthen and implement its standards-based nutrition education curriculum.
1.2 Nutrition Education teaches skills that are behavior focused, interactive, and/or participatory.	YES	Nutrition education is skills based and behavioral. Teachers will incorporate nutrition education into their lessons, but it is not specific. This is an identified goal.
1.3 All students receive sequential and comprehensive nutrition education.	YES	Some grades receive nutrition education, but not all students receive sequential, comprehensive nutrition education as part of the curriculum. This is an identified goal.
1.4 Nutrition education is integrated into other subjects beyond health education.	YES	Teachers incorporate nutrition education into Social Studies, Science, Physical Education, and Social and Emotional Learning lessons.

## Bethany Public School District Model Policy Comparison Chart

Required (in yellow) and Recommended Elements of a Model Policy	Included in Bethany Public School District's Wellness Policy?	Is Bethany Community School in Compliance with the District Wellness Policy?
1.5 Nutrition education is linked with the food environment.	YES	In school year 2019-2020, our Food Service Provider implemented Mood Boost, a food education program that demonstrated how food can boost moods. The serving area in the cafeteria was decorated with colorful stickers of the mood characters to promote the program. The students received stickers of mood characters based on what they ordered for lunch and mood character trading cards with recipes to make at home. Due to COVID-19, students are eating lunch in their classrooms. The hope is that our students will be back in the cafeteria next school year and we can continue with our Mood Boost program.
1.6 Nutrition education addresses agriculture and the food system.	YES	The second grade classes take a field trip to the local farm. The Green Team organizes the War on Waste. In the past, BCS has had a school garden and green house. They haven't been used in a couple of years. This is an identified goal.
<b>Section 2 Standards for USDA School Meals</b>		
2.1 The District complies with USDA nutrition standards for reimbursable school meals.	YES	The Food Service Director uses a software program to ensure that all reimbursable meals adhere to USDA nutrition standards.
2.2 The District takes steps beyond those required by federal law/regulation to protect the privacy of the students who qualify for free and reduced lunches.	YES	All students, regardless of eligibility, are given a unique code to use at the point of sale.



## Bethany Public School District Model Policy Comparison Chart

Required (in yellow) and Recommended Elements of a Model Policy	Included in Bethany Public School District's Wellness Policy?	Is Bethany Community School in Compliance with the District Wellness Policy?
2.3 Policy addresses how to handle feeding children with unpaid balances without stigmatizing them.	In Policy 3542.31	Bethany Public School District is in compliance with this policy.
2.4 Policy specifies how families are provided information about determining eligibility for free/reduced lunches.	In Policy 3542.43	Bethany Public School District is in compliance with this policy.
2.5 Policy specifies strategies to increase participation in school meal programs.	YES	Students are surveyed on which current school meals/foods they like and what school meals/foods they would like to see added to the menu.
2.6 Policy addresses the amount of "seat time" students have to eat lunch.	YES	BCS students have a 30 minute lunch period.
2.7 Free drinking water is available during meals.	YES	A water fountain is available in the school cafeteria for students to access during meal times.
2.8 Policy ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	YES	All food service personnel have adequate pre-service training and regularly participate in professional development activities.
2.9 Policy addresses purchasing local foods for the school meals program.	YES	As part of the National School Lunch Program, the District receives funding from the USDA to purchase produce. This produce is sourced locally.
<b>Section 3 Nutrition Standards</b>		
3.1 District complies with the USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.	YES	All foods and beverages sold are verified to the CSDE's List of Acceptable Food and Beverages which complies with the Connecticut Nutrition Standards and USDA's Smart Snacks nutrition standards.
3.2 USDA Smart Snacks are easily accessed in the policy.	YES	A link to USDA Smart Snacks is provided in the policy.

## Bethany Public School District Model Policy Comparison Chart

Required (in yellow) and Recommended Elements of a Model Policy	Included in Bethany Public School District's Wellness Policy?	Is Bethany Community School in Compliance with the District Wellness Policy?
3.3 Policy regulates food and beverages sold in a la carte.	YES	All a la carte foods and beverages sold are verified to the CSDE's List of Acceptable Food and Beverages which complies with the Connecticut Nutrition Standards and USDA's Smart Snacks nutrition standards.
3.4 Policy regulates food and beverages sold in vending machines.	YES	There is one vending machine in BCS located in the staff lounge. Students do not have access to it.
3.5 Policy regulates food and beverages sold in school stores.	YES	No food or beverages are sold in school stores.
3.5 Policy addresses fundraising with food to be consumed during the school day.	YES	In the past, BCS has had only one fundraiser that sells food during the school day and the snack sold is on the List of Acceptable Foods and Beverages.
3.6 Are there exemptions for infrequent school-sponsored fundraisers?	YES	Every year, the Board approves food and beverage exemptions for infrequent school-sponsored fundraisers.
3.7 Food and beverages served at class parties and other school celebrations are regulated.	YES	All food offered at BCS will meet Connecticut Nutrition Standards.
3.8 Policy addresses nutrition standards for all food and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming.	N/A	Students bring their own snacks to before/after school activities.
3.9 Policy addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care of school grounds, clubs, and after school programming.	YES	Students bring their own snacks to before/after school activities.

## Bethany Public School District Model Policy Comparison Chart

Required (in yellow) and Recommended Elements of a Model Policy	Included in Bethany Public School District's Wellness Policy?	Is Bethany Community School in Compliance with the District Wellness Policy?
3.10 Policy addresses food not being used as a reward.	YES	Teachers and staff shall not use food or beverages as rewards for academic performance or good behavior unless this practice is allowed by a student's Individualized Education Plan (IEP).
3.11 Policy addresses availability of free drinking water throughout the school day.	YES	Outside of the cafeteria and mealtimes, students and staff have access to safe, fresh drinking water throughout the school day.
<b>Section 4 Physical Education/Physical Activity</b>		
4.1 There is a PE curriculum for grades K-6.	YES	The District has a written Physical Education curriculum aligned with National and/or State Physical Education standards for all students in all grades.
4.2 The written PE curriculum for each grade is aligned with national and or state physical education standards.	YES	The District has a written Physical Education curriculum aligned with National and/or State Physical Education standards for all students in all grades.
4.3 PE promotes a physically active lifestyle.	YES	Family Fitness Challenges are posted on the PE Teacher's webpage on the District website to improve the community's overall physical fitness.
4.4 Policy addresses time per week of PE instruction for all students.	NO	The District provides students in Grades K-6 with 45 minutes of physical education per 4-day cycle.
4.5 Policy addresses qualifications for PE teachers for grades K-6.	YES	The District has a certified Physical Education Teacher providing physical education instruction.

## Bethany Public School District Model Policy Comparison Chart

Required (in yellow) and Recommended Elements of a Model Policy	Included in Bethany Public School District's Wellness Policy?	Is Bethany Community School in Compliance with the District Wellness Policy?
4.6 Policy addresses providing PE training for PE teachers.	YES	The District provides appropriate training for all staff members.
4.7 Policy addresses PE exemption requirements for all students.	YES	There are no students exempt from PE.
4.8 Policy addresses PE substitution for all students.	YES	There are no students partaking in a PE substitution.
4.9. Policy addresses family and community engagement in physical activity opportunities at all schools.	YES	The Wellness Council has sponsored a 5K Race in the past attended by students, families, and staff. This has not been scheduled this school year due to COVID-19. The PE Teacher posts on his teacher webpage Family Fitness Challenges to improve the community's overall physical fitness.
4.10 Policy addresses before and after school activities for all students including clubs, intramural, interscholastic opportunities.	YES	The school sponsors several afterschool activities that promote physical activity including: Track, Volleyball, Cross Country, and Unified Sports.
4.11 Policy addresses recess for all elementary school students.	YES	The District schedules recess for students in Pre-K - Grade 6 for a minimum of 20 minutes per day.

## Bethany Public School District Model Policy Comparison Chart

Required (in yellow) and Recommended Elements of a Model Policy	Included in Bethany Public School District's Wellness Policy?	Is Bethany Community School in Compliance with the District Wellness Policy?
4.12 Policy addresses physical activity breaks during school.	YES	Teachers provide a variety of physical activity breaks for all students throughout the school day in addition to recess (i.e. Brain Breaks that involve dancing, Go Noodle, mask break walks). Students with 504 plans and IEPs also have different motor breaks. Before COVID-19, Kindergarten participated in classroom yoga.
4.13 Policy addresses joint or shared-use agreements for physical activity participation at all schools.	YES	The BCS gymnasium and outdoor facilities are open for community use most nights and weekends. Local organizations, including Parks and Recreation use the BCS facility for a variety of sporting events. The BCS playground is available and accessible to all community members, except during the school day. *The use of indoor space has been temporarily restricted due to COVID-19.
4.14 Policy addresses active transport for all K-6 students who live within walkable/bikeable distance.	YES	Although there are no sidewalks in Bethany, there is a BOE policy 5131.3 that allows students to walk or bike to school with parental permission and guidance for safety. In addition, BCS typically sponsors (2) Walk to School days each year. This was temporarily put on hold due to COVID-19. Bike racks are available at the school.

## Bethany Public School District Model Policy Comparison Chart

Required (in yellow) and Recommended Elements of a Model Policy	Included in Bethany Public School District's Wellness Policy?	Is Bethany Community School in Compliance with the District Wellness Policy?
<b>Section 5 Wellness Promotion and Marketing</b>		
5.1 Policy encourages staff to model healthy eating and physical activity behaviors.	YES	Staff is encouraged to participate in the 5K race sponsored by the Wellness Council.
5.2 Policy addresses strategies to support employee wellness.	YES	The District partners with healthcare provider, Connecticare, to offer staff health and nutrition learning opportunities. The staff has participated in a variety of health and wellness activities such as nutrition support classes, fitness classes and challenges, and mindfulness classes.
5.3 Policy addresses using physical activity as a reward.	YES	Teachers use physical activity as a reward in the following ways: extra recess, Go Noodle, mask break walks.
5.4 Policy addresses physical activity being used as a punishment.	YES	Staff does not use physical activity as punishment.
5.5 Policy addresses physical activity not being withheld as a punishment.	YES	Staff does not withhold physical activity as punishment.
5.6 Policy specifies marketing to promote healthy food and beverage choices.	YES	Any food and/or beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School Nutrition Standards.
5.7 Policy restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	YES	Food and beverages that do not meet Smart Snacks standards are not marketed on the school campus during the school day.

## Bethany Public School District Model Policy Comparison Chart

Required (in yellow) and Recommended Elements of a Model Policy	Included in Bethany Public School District's Wellness Policy?	Is Bethany Community School in Compliance with the District Wellness Policy?
5.8 Policy specifically addresses marketing on school property (e.g., signs, scoreboards, sports equipment).	YES	There is no food marketing on school property.
5.9 Policy specifically addresses marketing on educational materials.	YES	All written curriculum materials are void of food marketing.
5.10 Policy specifically addresses marketing where food is purchased.	YES	All a la carte foods and beverages sold in the cafeteria are verified to the CSDE's List of Acceptable Food and Beverages which complies with the Connecticut Nutrition Standards and USDA's Smart Snacks nutrition standards.
5.11 Policy specifically addresses marketing in school publications and media.	YES	School lunch which meets state and federal guidelines is marketed on the Bethany News Network (BNN).
5.12 Policy specifically addresses marketing through fundraisers and corporate-sponsored programs.	YES	Any food and/or beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School Nutrition Standards.
<b>Section 6 Implementation, Evaluation, Communication</b>		
6.1 Policy addresses the establishment of an ongoing district wellness committee.	YES	A District-wide representative Wellness Council has been established and is maintained to monitor the implementation of the District's policy, evaluate policy progress, and to serve as a resource to the school.
6.2 Policy addresses how all relevant stakeholders will participate in the development, implementation, and periodic review and update of the local wellness policy.	YES	The Wellness Council meets at least 4 times a year to assist in the development, implementation, review, and update of the LSWP.

## Bethany Public School District Model Policy Comparison Chart

Required (in yellow) and Recommended Elements of a Model Policy	Included in Bethany Public School District's Wellness Policy?	Is Bethany Community School in Compliance with the District Wellness Policy?
6.3 Policy identifies the officials responsible for the implementation and compliance of the local wellness policy.	YES	The Wellness Council is comprised of a representative group including Central Office, BCS Administration, the Food Service Director, Teachers, a School Psychologist, Medical Advisor, School Nurse, and Parents.
6.4 Policy addresses making the wellness policy available to the public.	YES	The Wellness Policy is available to the public on the District website.
6.5 Policy addresses the assessment of district implementation of the local wellness policy at least once every three years.	YES	The last triennial assessment was performed in 2017. Due to Covid-19, the State waived the 2020 triennial assessment requirement and extended the deadline until June 30, 2021.
6.6 Triennial assessment results will be made available to the public and will include:	YES	The Triennial Assessment Summary addresses the establishment and status of goals based on the results of the triennial assessment. The results of the triennial assessment will be posted on the District website.
1. Is the LEA in compliance with the local school wellness policy?		
2. How does the LEA's local school wellness policy compare to model school wellness policies?		
3. What is the progress in attaining the goals of the local school wellness policy?		
6.7 Policy addresses a plan for updating policy based on results of the triennial assessment.	YES	The Triennial Assessment Summary addresses the establishment and status of goals based on the results of the triennial assessment.
6.8 Policy addresses the establishment of an ongoing school building level wellness committee.	N/A	Since BCS is the only school in the Bethany Public School District, the District Wellness Council is the School Wellness Council.



## Bethany Public School District Model Policy Comparison Chart

<b>Required (in yellow) and Recommended Elements of a Model Policy</b>	<b>Included in Bethany Public School District's Wellness Policy?</b>	<b>Is Bethany Community School in Compliance with the District Wellness Policy?</b>
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**Indicates a federal requirement.**

Last updated: 5/24/2021

## Local School Wellness Policy Triennial Assessment

# Worksheet 1: Scorecard for WellSAT 3.0

This document assists local educational agencies (LEAs) with meeting the U.S. Department of Agriculture’s (USDA) triennial assessment requirements for the local school wellness policy (LSWP). For information on the triennial assessment process, review [Guidance for School Wellness Policy Triennial Assessment](#). For additional worksheets, visit the “[Monitoring and Evaluation](#)” section of the CSDE’s School Wellness Policies webpage.







Federal Requirement

<b>Section 1: Nutrition Education (NE)</b>			Score
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 (mark as N/A if district does not have elementary schools).	2	
NE4	All middle school students receive sequential and comprehensive nutrition education (mark as N/A if district does not have middle schools).	N/A	
NE5	All high school students receive sequential and comprehensive nutrition education (mark as N/A if district does not have high schools).	N/A	
NE6	Nutrition education is integrated into other subjects beyond health education.	2	
NE7	Links nutrition education with the food environment.	2	
NE8	Nutrition education addresses agriculture and the food system.	1	







Local School Wellness Policy Triennial Assessment

**Worksheet 1: Scorecard for the WellSAT 3.0**

Section 2: Standards for USDA Child Nutrition Programs and School Meals (SM)			Score
 SM 1	Assures compliance with USDA nutrition standards for reimbursable school meals.		2
SM 2	Addresses access to the USDA School Breakfast Program.		0
 SM 3	District takes steps to protect the privacy of students who qualify for free or reduced priced meals.		2
SM 4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.		0
SM 5	Specifies how families are provided information about determining eligibility for free/reduced price meals.		0
SM 6	Specifies strategies to increase participation in school meal programs		2
SM 7	Addresses the amount of “seat time” students have to eat school meals.		1
 SM 8	Free drinking water is available during meals.		2
 SM 9	Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.		2
SM 10	Addresses purchasing local foods for the school meals program.		1

Local School Wellness Policy Triennial Assessment

**Worksheet 1: Scorecard for the WellSAT 3.0**

Section 3: Nutrition Standards for Competitive and Other Foods and Beverages (NS)			Score
	NS 1	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
	NS 2	USDA Smart Snack standards are easily accessed in the policy.	2
	NS 3	Regulates food and beverages sold in a la carte.	2
	NS 4	Regulates food and beverages sold in vending machines	2
	NS 5	Regulates food and beverages sold in school stores.	2
	NS 6	Addresses fundraising with food to be consumed during the school day.	2
	NS 7	Exemptions for infrequent school-sponsored fundraisers. (Connecticut has adopted an exemption policy that allows for no school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks.)	2
	NS 8	Addresses foods and beverages containing caffeine at the high school level.	N/ A
	NS 9	Regulates food and beverages served at class parties and other school celebrations in elementary schools.	2
	NS 10	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.	N/ A
	NS 11	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.	N/ A
	NS 12	Addresses food not being used as a reward.	2
	NS 13	Addresses availability of free drinking water throughout the school day	2

**Local School Wellness Policy Triennial Assessment**


**Worksheet 1: Scorecard for the WellSAT 3.0**

<b>Section 4: Physical Education Physical Activity (PEPA)</b>			<b>Score</b>
PEPA 1	There is a written physical education curriculum for grades K-12.	2	
PEPA 2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	2	
PEPA 3	Physical education promotes a physically active lifestyle.	2	
PEPA 4	Addresses time per week of physical education instruction for all elementary school students.	0	
PEPA 5	Addresses time per week of physical education instruction for all middle school students	N/A	
PEPA 6	Addresses time per week of physical education instruction for all high school students.	N/A	
PEPA 7	Addresses qualifications for physical education teachers for grades K-12.	2	
PEPA 8	Addresses providing physical education training for physical education teachers.	2	
PEPA 9	Addresses physical education exemption requirements for all students.	2	
PEPA 10	Addresses physical education substitution for all students.	2	
PEPA 11	Addresses family and community engagement in physical activity opportunities at all schools.	2	
PEPA 12	Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	2	
PEPA 13	Addresses recess for all elementary school students	2	
PEPA 14	Addresses physical activity breaks during school.	2	
PEPA 15	Addresses joint or shared-use agreements for physical activity participation at all schools.	2	
PEPA 16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	2	

**Worksheet 1: Scorecard for the WellSAT 3.0**







**Local School Wellness Policy Triennial Assessment**

**Worksheet 1: Scorecard for the WellSAT 3.0**

<b>Section 5: Wellness Promotion and Marketing Section (WPM)</b>			<b>Score</b>
	WP M1	Encourages staff to model healthy eating and physical activity behaviors.	2
	WP M2	Addresses strategies to support employee wellness.	2
	WP M3	Addresses using physical activity as a reward.	2
	WP M4	Addresses physical activity not being used as a punishment.	2
	WP M5	Addresses physical activity not being withheld as a punishment.	2
	WP M6	Specifies marketing to promote healthy food and beverage choices.	2
	WP M7	Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	2
	WP M8	Specifically addresses marketing on school property (e.g., signs, scoreboards, sports equipment).	2
	WP M9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	2
	WP M10	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.).	2
	WP M11	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
	WP M12	Specifically addresses marketing through fundraisers and corporate-sponsored 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).	2

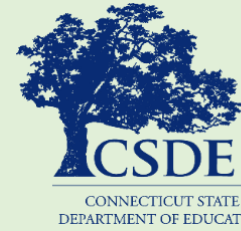
**Local School Wellness Policy Triennial Assessment**

**Worksheet 1: Scorecard for the WellSAT 3.0**

<b>Section 6: Implementation, Evaluation, and Communication (IEC)</b>			<b>Score</b>
	IE C1	Addresses the establishment of an ongoing district wellness committee.	2
	IE C2	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
	IE C3	Identifies the officials responsible for the implementation and compliance of the local wellness policy.	2
	IE C4	Addresses making the wellness policy available to the public.	2
	IE C5	Addresses the assessment of district implementation of the local wellness policy at least once every three years.	2
	IE C6	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
	IE C7	Addresses a plan for updating policy based on results of the triennial assessment	2
	IE C8	Addresses the establishment of an ongoing school building level wellness committee.	2



## Worksheet 1: Scorecard for the WellSAT 3.0



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To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (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](mailto:program.intake@usda.gov).

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## Local School Wellness Policy Triennial Assessment

# Worksheet 2: Scorecard for WellSAT-I

This document assists local educational agencies (LEAs) with meeting the U.S. Department of Agriculture's (USDA) triennial assessment requirements for the local school wellness policy (LSWP). For information on the triennial assessment process, review *Guidance for School Wellness Policy Triennial Assessment*. For additional worksheets, visit the “[Monitoring and Evaluation](#)” section of the CSDE's School Wellness Policies webpage.

**What is the WellSAT-I?** The WellSAT-I is an interview that measures how fully a district is implementing wellness practices in its schools. It is designed to be used in conjunction with the written wellness policy scoring tool, WellSAT 3.0.

**What is the difference between WellSAT 3.0 and the WellSAT-I?** WellSAT 3.0 is designed to score your district's written policy. It does not tell us what is happening in the district; it only tells us what language is used in the district's written wellness policy. It is also important to know what is actually happening in the schools in your district, which is why the WellSAT-I was developed. The WellSAT-I is a series of interview questions that match each of the wellness policy items scored using WellSAT 3.0.

**Where do I get the WellSAT-I?** The WellSAT-I is available under “Using Your Scores” at [www.wellsat.org](http://www.wellsat.org). You can download the full measure or each of the six sections separately.

**Who should be interviewed?** Because there are many components to school wellness, it is necessary to interview a few different people. The district wellness committee should work together to look at each section and decide which personnel are best suited to answer each question. The people most often able to answer the questions are the food service director; the head of district curriculum; a health/nutrition teacher; a school principal; a physical education teacher; a classroom teacher; and a district-level administrator.

**Do these questions apply to the whole district or specific schools?** If there were unlimited time and resources, it would be interesting to assess every school in your district; however, that is not necessary for the triennial review. The goal is to get an overview of the practices taking place in your district overall. For the questions that apply to specific school practices, you may select staff from any of your schools for the interviews. These items are marked with a school icon. You may want to note if you hear that some wellness practices are implemented inconsistently from school to school.

**How do I use the scorecard?** The scorecard mirrors the six sections of the WellSAT-I. Read the question aloud from the measurement tool you have downloaded. As you listen to the answer, refer to the scoring guidance provided with each question. Code the response as a “0” (practice does not take place); “1” (practice is partially in place, i.e., occurs sometimes, or inconsistently) or “2” (practice is fully in place).

Local School Wellness Policy Triennial Assessment





**Worksheet 2: Scorecard for the WellSAT-I**



Federal Requirement









School-level Item

Section 1: Nutrition Education (NE)			
Interviewees: head of curriculum or health/nutrition teacher, food service director			
Person to be interviewed: Date of interview:			Score
	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?	1
	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?	1
	NE3	Do all elementary school students receive sequential and comprehensive nutrition education?	1
	NE4	Do all middle school students receive sequential and comprehensive nutrition education?	N/A
	NE5	Do all high school students receive sequential and comprehensive nutrition education?	N/A
	NE6	Is nutrition education integrated into other subjects beyond health education?	2
	NE7	Is nutrition education linked with the school food environment?	1
	NE8	Does nutrition education address agriculture and the food system?	1

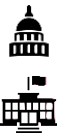





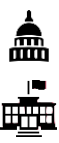
**Local School Wellness Policy Triennial Assessment**

**Worksheet 2: Scorecard for the WellSAT-I**

Section 2: Standards for USDA Child Nutrition Programs and School Meals (SM)			
Interviewee: food service director			
Person to be interviewed: Date of interview:		Score	
	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?	2
	SM2	Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students?	0
	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?	2
	SM4	How does the district handle unpaid balances? Follow up questions: 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?	2
	SM5	How are families provided information about eligibility for free/reduced priced meals?	2
	SM6	Are specific strategies used to increase participation in the school meal programs? If yes, please describe.	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
 	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?	2
	SM9	What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards?	2
	SM10	Addresses purchasing local foods for the school meals program.	1

Local School Wellness Policy Triennial Assessment

**Worksheet 2: Scorecard for the WellSAT-I**

Section 3: Nutrition Standards for Competitive and Other Foods and Beverages (NS)			
Interviewee: food service director/school principal			
Person to be interviewed: Date of interview:			Score
	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?	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?	2
	NS3	Are there competitive foods/beverages sold <b>a la carte</b> in the cafeteria during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2
	NS4	Are there food or beverage <b>vending machines</b> 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?	2
	NS5	Are there food or beverages sold in <b>school stores</b> during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2
	NS6	Are there food or beverage <b>fundraisers</b> 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?	2
	NS7	Connecticut has adopted an exemption policy that allows for no school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks. Are you familiar with this state law?	2
	NS8	Are foods or beverages containing caffeine sold at the high school level?	N/A
	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






Local School Wellness Policy Triennial Assessment

**Worksheet 2: Scorecard for the WellSAT-I**

Section 3: Nutrition Standards for Competitive and Other Foods and Beverages (NS), <i>continued</i>		Score
Interviewee: food service director/school principal		
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?	N/A
NS11	Addresses nutrition standards for all foods and beverages <b>sold</b> (not served) to students <b>after the school</b> day, including before/after care on school grounds, clubs, and after school programming	N/A
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).	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?	2

**Local School Wellness Policy Triennial Assessment**

**Worksheet 2: Scorecard for the WellSAT-I**

<b>Section 4: Physical Education Physical Activity (PEPA)</b>			
Interviewee: physical education teacher/head of curriculum			
Person to be interviewed: Date of interview:			Score
	PEPA1	Does the district have a written physical education curriculum that is implemented consistently for every grade?	2
	PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	2
	PEPA3	How does your physical education program promote a physically active lifestyle?	2
	PEPA4	How many minutes per week of PE does each grade in elementary school receive?	0
	PEPA5	How many minutes per week of PE does each grade in middle school receive?	N/A
	PEPA6	How many minutes per week of PE does each grade in high school receive?	N/A
	PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	2
	PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	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?	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?	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
	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
	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?	2

Local School Wellness Policy Triennial Assessment


**Worksheet 2: Scorecard for the WellSAT-I**

<b>Section 4: Physical Education Physical Activity (PEPA), <i>continued</i></b>		Score
Interviewee: physical education teacher/head of curriculum		
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?	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?	2
PEPA16	What proportion of students walk or bike to school? How frequently do they do that?	2




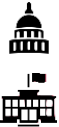





**Local School Wellness Policy Triennial Assessment**

**Worksheet 2: Scorecard for the WellSAT-I**

<b>Section 5: Wellness Promotion and Marketing Section (WPM)</b>			
Interviewee: principal/teacher/food service director			
Person to be interviewed: Date of interview:			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?	2
	WPM2	Are there strategies used by the school to support employee wellness? Please describe.	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.	2
	WPM4	Do teachers ever use physical activity as a punishment?	2
	WPM5	Do teachers ever withhold physical activity as a classroom management tool?	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?	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
	WPM8	Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)?	2
	WPM9	Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)?	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	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)?	2
	WPM12	Is there food or beverage marketing through fundraisers and corporate-incentive programs?	2

Local School Wellness Policy Triennial Assessment

**Worksheet 2: Scorecard for the WellSAT-I**

Section 6: Implementation, Evaluation, and Communication (IECH)			
Interviewee: district level official/principal			
Person to be interviewed: Date of interview:			Score
	IEC1	Is there an active district level wellness committee?	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"> <li>● parents</li> <li>● students</li> <li>● school food authority representative</li> <li>● physical education teacher</li> <li>● school health professional (nurse, social worker, school psychologist)</li> <li>● school board member</li> <li>● school administrator</li> <li>● community member</li> </ul>	2
	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
	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
	IEC5	How does the committee assess implementation of the wellness policy? How often does this assessment occur?	2
	IEC6	What is included in the triennial assessment report to the public? Note: the requirement is to include: <ol style="list-style-type: none"> <li>1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy.</li> <li>2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies.</li> <li>3. A description of the progress made in attaining the goals of the local school wellness policy.</li> </ol>	2
	IEC7	Has the wellness policy been revised based on the triennial assessment?	2
	IEC8	Is there an active school level wellness committee?	2

## Worksheet 2: Scorecard for the WellSAT-I



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Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
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## Local School Wellness Policy Triennial Assessment

# Worksheet 3: Identify Connections between Policy and Practice

This document assists local educational agencies (LEAs) with meeting the U.S. Department of Agriculture’s (USDA) triennial assessment requirements for the local school wellness policy (LSWP). For information on the triennial assessment process, review [Guidance for School Wellness Policy Triennial Assessment](#). For additional worksheets, visit the “[Monitoring and Evaluation](#)” section of the CSDE’s School Wellness Policies webpage.



The USDA requires that LEAs must publicly share the results of their wellness policy triennial assessment (e.g., through the district’s website). Information shared with the public must include 1) how the language in the LEA’s wellness policy compares to the model wellness policy; and 2) areas where there is a strong or weak policy, but practice implementation is either absent or limited.

This worksheet includes four sections that assess the connections between the LEA’s wellness policy and practices. The table below summarizes which sections the LEA must post to meet the USDA’s LSWP requirement for public notification.

Assessing Connections between the LEA’s Wellness Policy and Practices		
Section	Page	Public Posting Required
1 – Strong Policies and Aligned Practices	2	Yes
2 – Create Practice Implementation Plan	3	Yes
3 – Update Policies	4	No *
4 – Opportunities for Growth	5	No *
* LEAs may choose to share this information or additional materials as desired.		

**Instructions:** Use the LEA’s **WellSAT 3.0 scorecard** to enter the applicable policy item numbers and descriptions for each of the four sections. Post the information for sections 1 and 2 on the district’s website and share through other communication channels.

# Worksheet 3: Identify Connections between Policy and Practice

## 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
NE6	<b>Nutrition education is integrated into other subjects beyond health education.</b>
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM1	<b>Compliance with USDA Nutrition Standards for reimbursable school meals.</b>
SM3	<b>District takes steps to protect privacy of students who qualify for free or reduced-price meals.</b>
SM8	<b>Free drinking water is available during meals.</b>
SM9	<b>Annual training for food service staff in accordance with USDA Professional Standards.</b>
SM6	<b>Specifies strategies to increase participation in school meals.</b>
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
NS1	<b>Compliance with USDA Nutrition Standards for all food and beverages sold to students during the school day.</b>
NS3	<b>Food and beverages sold a la carte are regulated.</b>
NS4	<b>Food and beverages sold in vending machines are regulated.</b>
NS5	<b>Food and beverages sold in school stores are regulated.</b>
NS9	<b>Food and beverages served at class parties and other school celebrations are regulated.</b>
NS2	<b>USDA Smart Snacks are easily accessed in the policy.</b>
NS7	<b>Exemptions for infrequent school-sponsored fundraisers.</b>
NS12	<b>Addresses food not being used as a reward.</b>
NS13	<b>Addresses availability of free drinking water throughout the school day.</b>

Local School Wellness Policy Triennial Assessment

**Worksheet 3: Identify Connections  
between Policy and Practice**

	Section 4: Physical Education and Physical Activity
PEPA1	There is a written physical education curriculum for every grade.
PEPA2	The written physical education curriculum is aligned with national and/or state physical education standards.
PEPA3	Physical education promotes a physically active lifestyle.
PEPA7	Addresses qualifications for physical education teacher.
PEPA8	Addresses providing physical education training for physical education teachers.
PEPA9	Addresses physical education exemption requirements for all students.
PEPA10	Addresses physical education substitution for all students.
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, and interscholastic opportunities.
PEPA13	Addresses recess for all elementary school students.
PEPA14	Addresses physical activity breaks during school.
PEPA15	Addresses joint or shared-use agreements for physical activity participation at all schools.
PEPA16	Addresses active transport (safe routes to school) for all students who live within a walkable/bikeable distance.
	Section 5: Wellness Promotion and Marketing
WPM7	Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snack standards.
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.
WPM4	Addresses physical activity not being used as a punishment.
WPM5	Addresses physical activity not being withheld as punishment
WPM6	Specifies marketing to promote healthy food and beverage choices.
WPM8	Addresses marketing on school property.
WPM9	Addresses marketing on education materials.
WPM10	Addresses marketing where food is purchased.
WPM11	Addresses marketing in school publications and media.
WPM12	Addresses marketing through fundraisers and corporate sponsored programs.

**Local School Wellness Policy Triennial Assessment**

**Worksheet 3: Identify Connections  
between Policy and Practice**

	Section 6: Implementation, Evaluation & Communication
IEC2	Addresses how all relevant stakeholders will participate in the development, implementation, and periodic review and update of the local wellness policy.
IEC3	Identifies the officials responsible for the implementation and compliance of the local wellness policy.
IEC4	Addresses making the wellness policy available to the public.
IEC5	Addresses the assessment of the district implementation of the local wellness policy at least once every three years.
IEC6	<p>Triennial assessment results will be made available to the public and will include:</p> <ol style="list-style-type: none"> <li>1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy.</li> <li>2. The extent to which the LEAs local school wellness policy compares to model local school wellness policies.</li> <li>3. A description of the progress made in attaining the goals of the local school wellness policy.</li> </ol>
IEC7	Addresses a plan for updating the policy based on results of the triennial assessment.
IEC1	Addresses the establishment of an ongoing district wellness committee.
IEC8	Addresses the establishment of an ongoing school building level wellness committee.

# Worksheet 3: Identify Connections between Policy and Practice

## 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.

- ▶ 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
NE1	<b>Includes goals for nutrition education that are designed to promote student wellness.</b>
NE2	<b>Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.</b>
NE3	<b>All students receive sequential and comprehensive nutrition education.</b>
NE7	<b>Links nutrition education with the food environment.</b>
NE8	<b>Nutrition education addresses agriculture and the food system.</b>
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM10	<b>The District purchases local foods for the school meals program.</b>
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
	<b>Not Applicable</b>
	Section 4: Physical Education and Physical Activity
	<b>Not Applicable</b>
	Section 5: Wellness Promotion and Marketing
	<b>Not Applicable</b>
	Section 6: Implementation, Evaluation & Communication



**Worksheet 3: Identify Connections  
between Policy and Practice**

	Not Applicable
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# Worksheet 3: Identify Connections between Policy and Practice

## 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.**

Item number	Item description
	Section 1. Nutrition Education
	<b>Not Applicable</b>
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM3	<b>Ensuring that children who receive Free/Reduced meals cannot be identified.</b>
SM4	<b>How does the District handle unpaid lunch balances?</b>
SM7	<b>Addresses the amount of “seat time” students have to eat meals.</b>
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
	<b>Not Applicable</b>
	Section 4: Physical Education and Physical Activity
PEPA4	<b>Addresses time per week of physical education for all students.</b>
	Section 5: Wellness Promotion and Marketing
	<b>Not Applicable</b>
	Section 6: Implementation, Evaluation & Communication
	<b>Not Applicable</b>

**Worksheet 3: Identify Connections  
between Policy and Practice**

## Worksheet 3: Identify Connections between Policy and Practice

### 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
	<b>Not Applicable</b>
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
<b>SM2</b>	<b>Addresses access to the USDA School Breakfast Program.</b>
<b>SM10</b>	<b>Addresses purchasing local foods for the school meals programs.</b>
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
	<b>Not Applicable</b>
	Section 4: Physical Education and Physical Activity
	<b>Not Applicable</b>
	Section 5: Wellness Promotion and Marketing
	<b>Not Applicable</b>
	Section 6: Implementation, Evaluation & Communication
	<b>Not Applicable</b>

## Worksheet 3: Identify Connections between Policy and Practice



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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](mailto:program.intake@usda.gov).

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**Worksheet 3: Identify Connections  
between Policy and Practice**



## Worksheet 4: Summary of Findings

This document assists local educational agencies (LEAs) with meeting the U.S. Department of Agriculture’s (USDA) triennial assessment requirements for the LSWP. For information on the triennial assessment process, review *Guidance for School Wellness Policy Triennial Assessment*. For additional worksheets, visit the “[Monitoring and Evaluation](#)” section of the CSDE’s School Wellness Policies webpage.



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 LEA’s progress toward meeting their wellness goals. Not all districts will have information to share in all four sections. Note: in Section 3 and Section 4, the LEA is only required to comment on federally required items, but may add information about other wellness topics if desired.

**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.

**Bethany Public School District has a very strong wellness policy and administrative regulation. The District has been very successful in the implementation of its wellness goals. All federally required elements are included in the administrative regulation and achieved. The District is particularly proud of its success in complying with the Standards of USDA Child Nutrition Programs and School Meals, meeting nutrition standards, prioritizing physical education and physical activity, promoting and marketing wellness to our students and staff, and achieving its Wellness Council objectives.**

**Section 2 (Create Practice Implementation Plans).** 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.

**While the overall results of the Triennial Assessment were positive, with the District meeting or exceeding most elements of the policy and regulation, the assessment identified some improvement opportunities. Below are those improvement opportunities and the stakeholder(s) responsible for creating and overseeing the implementation plan:**

- **The Lunch Program Coordinator and Food Service Director will work with the School Principal to examine the feasibility of participating in the School Breakfast Program to ensure that all children have breakfast, in order to meet their nutritional needs and enhance their ability to learn.**

## Worksheet 4: Summary of Findings

- The Lunch Program Coordinator and Food Service Director will re-introduce the Mood Boost Food Education Program to link nutrition education with the food environment.
- The Lunch Program Coordinator and Food Service Director will discuss increasing nutrition education communication to parents to support families' efforts to provide a healthy lifestyle for their children.
- The Director of Curriculum and School Principal will explore reviving the School Garden to address agriculture and the food system.
- The Director of Curriculum and Physical Education Teacher will coordinate to ensure the implementation of Nutrition Education goals.
- The Bethany News Network (BNN) Coordinator will oversee the BNN broadcast in which students will highlight different school menu items and share the nutrition facts with students to link nutrition education with the school meals program.

**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 Wellness Council will discuss updating the regulation to include the following:

- The amount of daily “seat time” the students receive during their lunch period.
- The number of weekly minutes the students receive for physical education.

**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.

All federally required elements are included in the regulation, but the District will consider the following goal and if it is feasible and cost-effective, it will be implemented:

- Purchasing local foods for the school meals programs.



## Worksheet 4: Summary of Findings



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