

## Local School Wellness Policy Triennial Assessment

# 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.

Our district is fully in compliance with the federal requirements that regulate nutrition education, which includes goals that are designed to promote student wellness. We are also in compliance with the federal requirements for wellness promotion and marketing. If there is marketing in the schools, it is only for foods and beverages that can be sold in schools.

We offer the National School Lunch Program and, beginning in April 2021, the School Breakfast Program daily in every school and all meals are in compliance with the Healthy Hunger-Free Kids Act (HHFKA). It is important to note that breakfast and lunch were offered, at curbside locations, during the Covid-19 shutdown of March 2020.

All of the snacks and beverages sold in the cafeteria and in the high school vending machines meet the Connecticut Nutrition Standards. No food or beverages are sold in the school stores and there are no vending machines in the elementary and middle schools that are accessible to the students.

We have also successfully met our wellness goals of having a written physical education curriculum that is taught by state certified/licensed teachers and the goal of making our wellness policy available to the public through the district website, the online Family Guide, and the student handbook. The triennial assessment results will also be available to the public.

**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.

We identified through our assessment four areas where the district is not compliant with our wellness policy. These areas include before and after school physical activity for all students, encouraging the staff to model

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healthy eating and physical activity, supporting employee wellness, and encouraging marketing to promote healthy food and beverage choices. We recommend creating a plan for implementing these practices.

**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.

We identified through our assessment that there are 29 areas where we are fully implementing wellness practices in our schools, but the practice is (a) not mentioned in our wellness policy, or (b) are only vaguely mentioned in our policy.

There are four federal requirements that are missing from our policy and need to be addressed:

- SM 3: Protecting the privacy of students who qualify for free or reduced price meals
- SM 8: The availability of potable water during meals
- SM 9: The training of School Nutrition staff
- NS 9: Regulations on food-based celebrations in elementary schools

Regulation NS 9 on food being used in school celebrations in elementary schools is already covered in policy 5141.25(f) Students with Special Health Care Needs – Life Threatening Allergies and Glycogen Storage Disease Management. We recommend either referencing this policy or adding a definitive statement to the wellness policy.

The other 25 non-federal areas may be addressed at the Policy Committee's discretion. These are our suggestions as to how some of the regulations may be addressed:

- NE 2: Nutrition education is a behavior focused interactive and participatory experience in PreK-12.
- NE 3 and NE 4: All elementary students and middle school students receive sequential and comprehensive nutrition education. Health and nutrition is so important that we have a curriculum coordinator to oversee this area.
- NE 6: The wellness curriculum in grades 11 and 12 integrates nutrition education with other subjects, such as yoga and healthy eating.
- NS 13: Hydration stations are available at all schools.
- PEPA 2: Our physical education curriculum is based on the national standards.
- PEPA 8: PE teachers take part in regular professional development activities related to physical activity and wellness.
- PEPA 10: Every student is required to participate in PE, despite engagement in physical activity outside of school.
- PEPA 14: Physical, social and emotional activity breaks are built into the curriculum at all levels.

Any new language in our wellness policy will be overseen by the Board of Education of Fairfield through their Policy Committee which is overseen by the Superintendent of Schools, Mr. Michael Cummings. The Policy Committee will receive a review of the wellness policy every three years, and this triennial assessment will be undertaken by the district wellness committee.

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**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.

Overall, our wellness policy compared favorably to the model policy as measured by the WellSAT 3.0. However, there is one federal requirement and 12 practices that we have not yet implemented in our district or in our written policy.

We are missing this federal requirement and we recommend adding this to the wellness policy:

- IEC 2: A description of how parents, students, the general public, and all relevant stakeholders can get involved in the development, implementation, review and update of the SWP.

The other 12 non-federal areas may be addressed at the Policy Committee's discretion. These are our suggestions as to how some of the regulations may be addressed:

- NE 5: All high school students have access to sequential and comprehensive nutrition education (e.g., elective culinary courses).
- PEPA 4: Elementary students attend PE two times per six day cycle.
- PEPA 5: Middle school students attend PE two times a week,
- PEPA 6: High school students attend PE two times per four day cycle.
- PEPA 11: Communication comes from the schools regarding PE and health opportunities for family and community (e.g., walk-a-thons, Relay for Life). There is a strong relationship between the Town of Fairfield and the Board of Education in promoting the use of school facilities for the community.

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For information on the USDA's LSWP requirements, visit the Connecticut State Department of Education's (CSDE) [School Wellness Policies](#) website and the Rudd Center's [WELLSAT](#) website, or contact the [school nutrition programs staff](#) in the CSDE's Bureau of Health/Nutrition, Family Services and Adult Education, 450 Columbus Boulevard, Suite 504, Hartford, CT 06103-1841.

This document is available at [https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet4\\_Summarizing\\_Findings.docx](https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet4_Summarizing_Findings.docx).



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