

Woodbridge School District
Local School Wellness Policy
Triennial Assessment Summary
June 2022



Wellness Policy: Background Information

The USDA Food and Nutrition Services, requires that each local educational agency (LEA) participating in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) must complete an assessment of their LSWP at least once every three years. (More information can be found [here](#).)

The Mission, Vision and Beliefs of the Woodbridge School District has as one belief statement:

“Meeting academic, artistic, behavioral, social, emotional, and physical needs is essential in educating the whole child.” [Board of Education Policy #6142.101](#) supports this statement and provides additional information. The District Wellness policy necessitates the formation of a Wellness team. The purpose of the Wellness team is to monitor and evaluate the policy as well as prepare presentations to be shared with the public through Board of Education Meetings.

Current members of the Wellness team that will continue their tenure into the 2022-2023 school year include:

Jane Roddy, Kitchen Manager
Analisa Sherman, Principal
Arianne Buzzard, Health Teacher
Andrew Lavaway, Physical Education Teacher
Christine Campbell, Teacher
Jen Nickle, Language Arts Specialist
Dr. Shannon Martinello, School Medical Advisor

Additional members will be added in compliance with District Policy.

In order to complete the Wellness Triennial Assessment, members of the Wellness Team utilized the following Worksheets provided by the [State Department of Education](#):

[Worksheet 1: Scorecard for WellSat 3.0](#)
[Worksheet 2: Scorecard for WellSat I](#)
[Worksheet 3: Identifying Connections Between Policy and Practice](#)
[Worksheet 4: Summarizing Findings](#)

LSWP Triennial Assessment

As stated on the CSDE Website, USDA Requires that school districts complete an assessment of their local school wellness policy (LSWP) at least once every three years. The assessment must indicate:

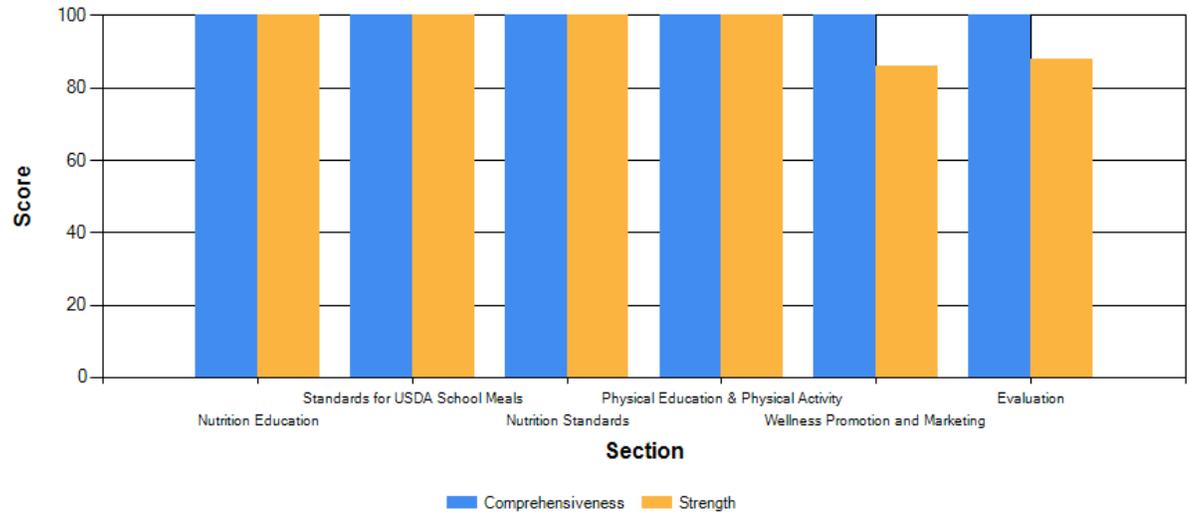
- the extent to which schools are in compliance with the district policy;
- the extent to which the local wellness policy compares to model local school wellness policies; and
- the progress made in attaining the goals of the local wellness policy

An overview of each section of the WellSat along with the Comprehensiveness Score and the Strength Score are provided below. Overall Total Comprehensiveness Score was calculated as 100, and the Total Strength Score was calculated as 96.

Section	Comprehensiveness Score	Strength Score
1: Nutrition Education	100	100
2. Standards for USDA Child Nutrition Programs and School Meals	100	100
3. Nutrition Standards for Competitive and Other Foods and Beverages	100	100
4. Physical Education and Physical Activity	100	100
5. Wellness Promotion and Marketing	100	86
6. Implementation, Evaluation and Communication	100	88

Overall WellSat Scorecard is included below.

WellSat 3.0 Score Card



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.	2
NE6	Nutrition education is integrated into other subjects beyond health education	2
NE7	Links nutrition education with the school food environment.	2
NE8	 Nutrition education addresses agriculture and the food system.	2
Subtotal for Section 1	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 6 (the number of items in this section). 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 6 (the number of items in this section). Multiply by 100.	100

Section 2. Standards for USDA Child Nutrition Programs and School Meals

Rating

SM1	 Assures compliance with USDA nutrition standards for reimbursable school meals.	2
SM3	 District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	2
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	2
SM5	Specifies how families are provided information about determining eligibility for free/reduced priced meals.	2
SM6	Specifies strategies to increase participation in school meal programs.	2
SM7	Addresses the amount of "seat time" students have to eat school meals.	2
SM8	 Free drinking water is available during meals.	2
SM9	 Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	2
SM10	 Addresses purchasing local foods for the school meals program.	2
Subtotal for Section 2	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 9 (the number of items in this section). 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 9 (the number of items in this section). Multiply by 100.	100

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages

Rating

NS1	 Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.	2
NS2	USDA Smart Snack standards are easily accessed in the policy.	2
NS3	 Regulates food and beverages sold in a la carte.	2
NS4	 Regulates food and beverages sold in vending machines.	2
NS6	 Addresses fundraising with food to be consumed during the school day.	2
NS7	Exemptions for infrequent school-sponsored fundraisers with food to be consumed during the school day.	2
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
NS11	Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.	2
NS12	Addresses food not being used as a reward.	2
NS13	Addresses availability of free drinking water throughout the school day.	2
Subtotal for Section 3	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 11 (the number of items in this section). 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 11 (the number of items in this section). Multiply by 100.	100

Section 4. Physical Education and Physical Activity

Rating

PEPA1	 There is a written physical education curriculum for grades K-12.	2
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	2
PEPA3	Physical education promotes a physically active lifestyle.	2
PEPA4	Addresses time per week of physical education instruction for all elementary school students.	2
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	2
PEPA8	Addresses providing physical education training for physical education teachers.	2
PEPA9	Addresses physical education exemption requirements for all students.	2
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
Subtotal for Section 4	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 11 (the number of items in this section). 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 11 (the number of items in this section). Multiply by 100.	100

Section 5. Wellness Promotion and Marketing

Rating

WPM1	Encourages staff to model healthy eating and physical activity behaviors.	1
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
Subtotal for Section 5	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 7 (the number of items in this section). 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 7 (the number of items in this section). Multiply by 100.	86

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.	1
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 (the number of items in this section). 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 (the number of items in this section). Multiply by 100.	88

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 100
Total Strength Add the strength scores for each of the six sections above and divide this number by 6.	District Score 96

 Federal Requirement

 Farm to School

 CSPAP

Well Sat - I Scorecard

Section 1. Nutrition Education				
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?	2	2	☆
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?	2	2	☆
NE3	Do all elementary school students receive sequential and comprehensive nutrition education?	2	2	☆
NE4	Do all middle school students receive sequential and comprehensive nutrition education?	NA	NA	
NE5	Do all high school students receive sequential and comprehensive nutrition education?	NA	NA	
NE6	Is nutrition education integrated into other subjects beyond health education? If yes, what are some examples? [Examples include: using nutrition facts labels to learn percentages; using a vegetable garden to learn plant biology.]	2	2	☆
NE7	Is nutrition education linked with the school food environment? If yes, what are some examples? [Examples include: teachers and food service staff collaborate in connecting nutrition education with the foods and beverages that are in school.]	2	2	☆
NE8	 Does nutrition education address agriculture and the food system?	2	2	☆

Section 2. Standards for USDA Child Nutrition Programs and School Meals				
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	2	☆
SM2	Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students? [Examples include: breakfast is only offered on testing days; only offered Monday, Wednesday and Friday; only offered in some schools.]	NA	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	2	☆
SM4	How does the district handle unpaid balances? Follow up questions to determine if student is stigmatized: 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	2	☆
SM5	How are families provided information about eligibility for free/reduced priced meals? (If district provides universal free meals, score 2)	2	2	☆
SM6	Are specific strategies used to increase participation in the school meal programs? If yes, please describe. [Examples include: Smarter Lunchroom strategies; limiting competitive foods; requiring high school students have a scheduled lunch period; taste tests and student input; Grab-and-Go or Breakfast in the Classroom]	2	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	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	2	☆
SM9	 What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards? (see below).	2	2	☆
SM10	 Are you familiar with the farm to school program? In your district, is it a priority to procure locally produced foods for school meals and snacks? If yes, what efforts are made to increase local procurement? Are strategies used in the cafeterias to promote them?	2	1	

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages				
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	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	2	☆
NS3	 Are there competitive foods/beverages sold a la carte in the cafeteria during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2	2	☆
NS4	 Are there food or beverage vending machines 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? (Optional follow up questions - Who receives the money from the vending machines? Who is responsible for ensuring all items in the vending machines meet Smart Snacks regulations?)	2	2	☆
NS5	 Are there food or beverages sold in school stores during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (Optional follow up questions - Who receives the money from the school stores? Who is responsible for ensuring all items for ensuring all items in the school stores meet Smart Snacks regulations?)	NA	NA	
NS6	 Are there food or beverage fundraisers 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? (Note: Some states have passed regulation permitting exemptions from the federal law prohibiting non-Smart Snack fundraisers during the school day – this is addressed in the next question).	2	NA	
NS7	(Before asking this question look up the state policy on fundraiser exemptions at the bottom of this page: https://www.ihrp.uic.edu/content/research-products-national-wellness-policy-study . If 0 exemptions, item is n/a). Your state [fill in] has adopted an exemption policy that allows for [fill in] school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks. Are you familiar with this state law?	2	2	☆
NS8	Are foods or beverages containing caffeine sold at the high school level?	NA	NA	
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	2	☆
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? If yes, does the district have nutrition standards (such as Smart Snacks or CACFP) that regulate what can be served? How are these regulations communicated to the adults running the activities? How confident are you that the regulations are followed consistently?	2	2	☆
NS11	Addresses nutrition standards for all foods and beverages sold (not served) to students after the school day, including before/after care on school grounds, clubs, and after school programming	2	2	☆
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	1	
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	2	☆

Section 4. Physical Education and Physical Activity				
PEPA1	 Does the district have a written physical education curriculum that is implemented consistently for every grade?	2	2	☆
PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	2	2	☆
PEPA3	How does your physical education program promote a physically active lifestyle? [Examples include: follows NASPE standards; focuses on self-assessment through a "Fitnessgram" or "Activitygram"; teaches skills needed for lifelong physical fitness.]	2	2	☆
PEPA4	How many minutes per week of PE does each grade in elementary school receive? Note: NASPE recommends that schools provide 150 minutes of instructional PE for elementary school children per week for the entire school year.	2	0	
PEPA5	How many minutes per week of PE does each grade in middle school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.	NA	NA	
PEPA6	How many minutes per week of PE does each grade in high school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.	NA	NA	
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	2	2	☆
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	2	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	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?	NA	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	1	
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	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? Note: Best practices for recess: a) it is at least 20 minutes per day; b) it is supervised by trained teachers or staff encouraging students to be active; and c) students have access to safe and appropriate physical activity equipment.	2	2	☆
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	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? (Note if answer is yes or no).	NA	2	
PEPA16	What proportion of students walk or bike to school? How frequently do they do that?	NA	1	

Section 5. Wellness Promotion and Marketing				
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? [Examples include: Provides staff with opportunities to eat healthfully such as subsidized fruits, vegetables, and water in the cafeteria or lounge; Advises staff not to consume sugary drinks at school; Encourages teachers to be active with students.]	1	2	
WPM2	 Are there strategies used by the school to support employee wellness? Please describe. Examples: "Health and wellness classes are offered to staff." "School physical activity equipment is available for use by staff before or after school to support employee wellness." "Free water and healthy snacks are available in the staff break room."	2	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	2	
WPM4	Do teachers ever use physical activity as a punishment? [Examples include: telling students to run extra laps or do other physical activities as behavioral consequence.]	2	1	
WPM5	Do teachers ever withhold physical activity as a classroom management tool? [Examples include: taking away recess, taking away PE, or requiring students to sit in one place for an extended period of time.]	2	1	
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? (Examples of promotion include advertisements, better pricing, and more accessible placement of the healthier items).	2	1	
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	2	
WPM8	Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)? If yes, do the marketed items meet Smart Snacks criteria? If they do not meet Smart Snacks criteria, will this change when there is a renewal of the sponsorship agreement?	NA	2	
WPM9	Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)? If yes, do the marketed items meet Smart Snacks criteria?	NA	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)? If yes, do the marketed items meet Smart Snacks criteria?	NA	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)? If yes, do the marketed items meet Smart Snacks criteria?	NA	2	
WPM12	Is there food or beverage marketing through fundraisers and corporate-incentive programs? Examples include: fundraising programs encourage students and their families to sell, purchase, or consume products, and corporate incentive programs provide funds to schools in exchange for proof of purchase of company products, such as Box Tops for Education. If the school participates in food or beverage fundraisers, do they occur on or off campus, and during or outside the school day? Do all products for sale meet Smart Snacks criteria?	NA	1	

Section 6. Implementation, Evaluation & Communication				
IEC1	Is there an active district level wellness committee? Note: This may also be called a health advisory committee or other similar name. If yes, how frequently does the committee meet?	2	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"> • Parents • Students • School Food Authority representative • PE Teacher • School Health Professional (nurse, social worker, school psychologist) • School Board Member • School Administrator • Community member 	2	1	
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	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	2	☆
IEC5	 How does the committee assess implementation of the wellness policy? How often does this assessment occur? [Examples of evaluation tools are: the CDC's School Health Index, the Alliance for a Healthier Generation checklist, local or state policy implementation checklists, or the current interview.]	2	1	
IEC6	 What is included in the triennial assessment report to the public? Ask to see documentation if available. Note: the requirement is to 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	0	
IEC7	 Has the wellness policy been revised based on the triennial assessment? If yes, what process did the committee use to decide what to revise?	1	1	
IEC8	Is there an active school level wellness committee? (Note: This may also be called a school health team, school health advisory committee, or similar name) If yes, how frequently does the committee meet?	2	1	

Review of Results

Overall results were positive, with the Woodbridge School District meeting or exceeding many sections of the WellSat survey. There are identified areas for improvement. As a district, we are committed to the health and wellness of the entire school community. The following table identifies some specific areas where the rating was below a 2, as well as some overall improvements.

Section/identified area of need	Goal/Notes
<p>Section 5: WPM1: Encourages staff to model healthy eating and physical activity behaviors. (Rating below a 2)</p>	<p>Provide wellness activities prior to professional development.</p> <p>Continue to provide healthy options (fruit, yogurt, granola) at professional development days or as treats throughout the year.</p> <p>Whole School Walks will occur throughout the year, staff included as well as students.</p> <p>Field Day – staff participation encouraged.</p> <p>Green Team encourages the use of water bottles.</p>
<p>Section 6: IEC7: Addresses a plan for updating policy based on results of the triennial assessment. (Rating below a 2)</p>	<p>Due to delays in completion of the triennial assessment, policy has not been reviewed by the WSD Policy Committee. However, policy will be reviewed during the 2022-2023 school year.</p>
<p>Section 1: NE7: Links nutrition education with the school food environment.</p>	<p>PTO sponsored garden boxes are to be installed outside of the Science Lab/Greenhouse area, to be used in conjunction with grade level curriculum supporting growing seeds</p>

	and vegetables.
Section 2: SM10: Are you familiar with the farm to school program? etc.	Reconnect with local farm (Massaro Community Farms) to provide regular taste-testing of vegetables and grains, as well as educational opportunities.
Section 3: NS9: Regulates food and beverages served at class parties and other school celebrations in elementary schools. Section 3: NS12: Do teachers use food as a reward in the classroom for good student behavior?	Utilize team leaders to review school protocols on class parties in September. Communicate with all staff regarding healthy choices for classroom parties periodically throughout the year. Communicate with all parents via principal's message and student handbook regarding school protocols on healthy food options during class celebrations. Utilize wellness team (school psychologist, school social worker) to review behavior interventions. Communicate with all staff regarding positive behavior interventions.
Section 4: PEPA4: How many minutes of PE does each grade in elementary school receive?	Include opportunities for movement breaks throughout the day; built in to the daily schedule. Include a minimum of twenty minutes for outdoor recess.
Section 4: PEPA11: Are there opportunities for families and community members to engage in physical activity at school?	Recommit to Jump Rope for Heart (event has not occurred during COVID pandemic). Continue to provide Family Yoga Consider incorporating Yoga into Arts Night (as was done during the 2021-2022 school year) and other evenings occurring at the school, such as prior to the Book Fair, before Open House etc.

<p>Section 6: IEC2: Which groups are represented on the district level wellness committee?</p> <p>IEC5: How does the committee assess implementation of the wellness policy?</p> <p>IEC6: What is included in the triennial assessment report to the public.</p> <p>IEC7: Has the wellness policy been revised based on triennial assessment?</p> <p>IEC8: Is there an active school wellness committee?</p>	<p>Communicate with staff larger community at the start of the year through Principal’s messages, staff newsletter and professional development/faculty meetings to identify wellness committee responsibilities and meeting dates.</p> <p>Wellness committee to include members as outlined by Board of Education Policy 6142.101</p> <p>Wellness committee agendas to include, as a standing item, a review of implementation of the policy.</p> <p>Wellness Committee to attend BOE Policy Committee to discuss revision of District Wellness policy.</p>
<p>Communication with the larger community regarding health and wellness in the Woodbridge School District. (Section 5: WPM6: Are marketing strategies used to promote healthy food and beverage choices in school?)</p>	<p>Monthly menus will continue to be sent out to families with facts, tips and resources provided.</p> <p>Communication with parents regarding cafe options, myplate.gov, and physical activity opportunities. Communication will occur through a variety of platforms: Principal’s Newsletter, BRS Instagram, Classroom Newsletters and Class Dojo.</p>
<p>Wellness/Mindfulness for students</p>	<p>Utilize WBRS News to share wellness tips, mindfulness activities or other ways to support and encourage healthy eating and physical activity.</p> <p>Create a monthly wellness activity for staff to engage in (ie Coffee and Creativity).</p> <p>Provide opportunities for staff to</p>

	engage in wellness activities prior to full day professional development.
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