

Western Placer Unified School District
Triennial Assessment
Completed June 28th, 2023

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

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

Western Placer Unified School District used the WellSAT Triennial Assessment tools and worksheets to fulfill the requirements of the Triennial Assessment. Results are detailed below.

PART 1: Comparison to a model School Wellness Policy

- See completed WellSAT 3.0 Scorecard (attached).

PART 2: Local measurement of compliance with School Wellness Policy

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

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

- See completed WellSAT Worksheet 4 (attached).

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

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.

This institution is an equal opportunity provider.

WellSAT: 3.0

Wellness School Assessment Tool

DISTRICT SCORECARD



Federal Requirement



Farm to School



CSPAP

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. Use N/A if no elementary schools in district.	0
NE4	All middle school students receive sequential and comprehensive nutrition education. Use N/A if no middle schools in district.	0
NE5	All high school students receive sequential and comprehensive nutrition education. Use N/A if no high schools in district.	0
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.	0
<i>Subtotal for Section 1</i>	Comprehensiveness Score: Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	50
	Strength Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	50



Section 2: Standards for USDA Child Nutrition Programs and School Meals		Rating
SM1	Assures compliance with USDA nutrition standards for reimbursable school meals.	2
SM2	Addresses access to the USDA School Breakfast Program.	2
SM3	District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	0
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	0
SM5	Specifies how families are provided information about determining eligibility for free/reduced priced meals	0
SM6	Specifies strategies to increase participation in school meal programs.	0
SM7	Addresses the amount of "seat time" students have to eat school meals.	0
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.	0
<i>Subtotal for Section 2</i>	Comprehensiveness Score: Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	40
	Strength Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	40



**Section 3: Nutrition Standards for Competitive and Other Foods and Beverages**

		Rating
NS1	Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.	2
NS2	USDA Smart Snack standards are easily accessed in the policy.	2
NS3	Regulates food and beverages sold in a la carte.	2
NS4	Regulates food and beverages sold in vending machines.	2
NS5	Regulates food and beverages sold in school stores.	2
NS6	Addresses fundraising with food to be consumed during the school day.	2
NS7	Exemptions for infrequent school-sponsored fundraisers.	0
NS8	Addresses foods and beverages containing caffeine at the high school level. Use N/A if no high schools in district.	0
NS9	Regulates food and beverages served at class parties and other school celebrations in elementary schools. Use N/A if no elementary schools in district.	1
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.	0
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.	0
NS12	Addresses food not being used as a reward.	2
NS13	Addresses availability of free drinking water throughout the school day.	2
<i>Subtotal for Section 3</i>	Comprehensiveness Score: Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	69
	Strength Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	62







Section 4: Physical Education 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. Use N/A if no elementary school in district.	2
PEPA5	Addresses time per week of physical education instruction for all middle school students. Use N/A if no middle school in district.	1
PEPA6	Addresses time per week of physical education instruction for all high school students. Use N/A if no high school in district.	1
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	0
PEPA8	Addresses providing physical education training for physical education teachers.	1
PEPA9	Addresses physical education exemption requirements for all students.	0
PEPA10	Addresses physical education substitution for all students.	0
PEPA11	Addresses family and community engagement in physical activity opportunities at all schools.	1

 PEPA12	Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	1
PEPA13	Addresses recess for all elementary school students. Use N/A if no elementary schools in district.	2
 PEPA14	Addresses physical activity breaks during school.	2
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	0
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	2
<i>Subtotal for Section 4</i>	Comprehensiveness Score: Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	75
	Strength Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	44

Section 5: Wellness Promotion and Marketing		
		Rating
WPM1	Encourages staff to model healthy eating and physical activity behaviors.	2
 WPM2	Addresses strategies to support employee wellness.	2
WPM3	Addresses using physical activity as a reward.	2
WPM4	Addresses physical activity not being used as a punishment.	0
WPM5	Addresses physical activity not being withheld as a punishment.	2
WPM6	Specifies marketing to promote healthy food and beverage choices.	2
 WPM7	Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	2
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	2
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	0
WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers, etc.).	1
WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, on school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, or announcements on the public announcement (PA) system).	1
WPM12	Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products).	0
<i>Subtotal for Section 5</i>	Comprehensiveness Score: Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	75
	Strength Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	58

Section 6: Implementation, Evaluation, and 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: <ol style="list-style-type: none"> 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
 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.	0
<i>Subtotal for Section 6</i>	Comprehensiveness Score: Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	88
	Strength Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	75

Overall District Policy Score

		Score
	Comprehensiveness Score: Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	66
	Strength Score: Add the strength scores for each of the six sections above and divide this number by 6.	55

WellSAT-I

Wellness School Assessment Tool – Interview to Match WellSAT 3.0





Nutrition Education



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: Head of Curriculum 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?	0
	NE4	Do all middle school students receive sequential and comprehensive nutrition education?	0
	NE5	Do all high school students receive sequential and comprehensive nutrition education?	1
	NE6	Is nutrition education integrated into other subjects beyond health education?	0
	NE7	Is nutrition education linked with the school food environment?	2
	NE8	Does nutrition education address agriculture and the food system?	2

WellSAT-I

Wellness School Assessment Tool – Interview to Match WellSAT 3.0






Standards for School Meals



Federal Requirement



School-level Item

Section 2: Standards for USDA Child Nutrition Programs and School Meals (SM)			
Interviewees: food service director			
Person to be interviewed: Food Service Director			Score
Date of interview:			
	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?	2
	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? (Score 2 if district provides universal free meals).	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? (Score 2 if district provides universal free meals).	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.	1
	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.	2

WellSAT-I

Wellness School Assessment Tool – Interview to Match WellSAT 3.0







Nutrition Standards




Federal Requirement



School-level Item

Section 3: Nutrition Standards for Competitive and Other Foods and Beverages (NS)			
Interviewees: food service director/school principal			
Person to be interviewed: Food Service Director and Principal			Score
Date of interview:			
	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 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
	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?	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?	1
	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?	0
	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?	N/A
	NS8	Are foods or beverages containing caffeine sold at the high school level?	2

	NS9	<p>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?</p>	0
	NS10	<p>Are foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming?</p>	0
	NS11	<p>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</p>	0
	NS12	<p>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).</p>	1
	NS13	<p>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?</p>	2

WellSAT-I

Wellness School Assessment Tool – Interview to Match WellSAT 3.0





Physical Education and Physical Activity Section




Federal Requirement



School-level Item

Section 4: Physical Education & Physical Activity (PEPA)			
Interviewees: physical education teacher/head of curriculum			
Person to be interviewed: Head of Curriculum			Score
Date of interview:			
	PEPA1	Does the district have a written physical education curriculum that is implemented consistently for every grade?	1
	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?	1
	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?	2
	PEPA6	How many minutes per week of PE does each grade in high school receive?	2
	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?	0
	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?	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?	1

	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
	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?	0
	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?	1

WellSAT-I

Wellness School Assessment Tool – Interview to Match WellSAT 3.0


Wellness Promotion and Marketing



Federal Requirement



School-level Item

Section 5: Wellness Promotion and Marketing			
Interviewees: principal/teacher/food service director			
Person to be interviewed: Principal			Score
Date of interview:			
	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?	1
	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.	1
	WPM4	Do teachers ever use physical activity as a punishment?	1
	WPM5	Do teachers ever withhold physical activity as a classroom management tool?	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?	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?	1
	WPM8	Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)?	1
	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)?	1
	WPM12	Is there food or beverage marketing through fundraisers and corporate-incentive programs?	0

WellSAT-I

Wellness School Assessment Tool – Interview to Match WellSAT 3.0








Wellness Promotion and Marketing



Federal Requirement



School-level Item

Section 6: Implementation, Evaluation, and Communication (IECH)			
Interviewee: district level official/principal			
Person to be interviewed: District Admin			Score
Date of interview:			
	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"> • parents • students • school food authority representative • physical education teacher • school health professional (nurse, social worker, school psychologist) • school board member • school administrator • community member 	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?	0
	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?	1
	IEC5	How does the committee assess implementation of the wellness policy? How often does this assessment occur?	1
	IEC6	What is included in the triennial assessment report to the public? Note: the requirement is to include: <ol style="list-style-type: none"> 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. 	0
	IEC7	Has the wellness policy been revised based on the triennial assessment?	0
	IEC8	Is there an active school level wellness committee?	2

WORKSHEET 3: IDENTIFY CONNECTIONS BETWEEN POLICY AND PRACTICE

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

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



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



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



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



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

SECTION 1: STRONG POLICIES AND ALIGNED PRACTICES



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

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

Item number	Item description
	Section 1: Nutrition Education
NE 7	Links nutrition education with school food environment
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM1	Assures compliance with USDA nutrition standards for reimbursable school meals
SM2	Addresses access to the USDA School Breakfast Program
SM8	Free drinking water is available during meals
SM9	Ensures annual training for food and nutrition services staff in accordance with USDA professional standards.
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
NS1	Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day
NS2	USDA smart snack standards are easily accessed in the policy
NS3	Regulates food and beverages sold in a a la carte
NS4	Regulates food and beverages sold in vending machines
NS13	Addresses availability of free drinking water throughout the school day
	Section 4: Physical Education and Physical Activity
PEPA2	The written physical education curriculum for each grade is aligned with nation and/or state physical education standards
PEPA13	Addresses recess for all elementary school students

	Section 5: Wellness Promotion and Marketing
WPM2	Addresses strategies to support employee wellness
	Section 6: Implementation, Evaluation & Communication
IEC1	Addresses the establishment of an ongoing district wellness committee
IEC2	Addresses how all relevant stakeholders will participate in the developments, implementations, and periodic review and update of the local wellness policy.

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	Includes goals for nutrition education that are designed to promote students wellness
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.
NE6	Nutrition education is integrated into other subjects beyond health education
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
	None
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
NS5	Regulates food and beverages sold in school stores.

NS6	Addresses fundraising with food to be consumed during the school day
NS9	Regulates food and beverages SERVED at class parties and other school celebrations in elementary schools.
NS12	Addresses food not being used as a reward
	Section 4: Physical Education and Physical Activity
PEPA1	There is a written physical education curriculum for grades k-12.
PEPA3	Physical education promotes a physically active lifestyle.
PEPA4	Addresses time per week of physical education instruction for all elementary school students.
PEPA8	Addresses providing physical education training for physical education teachers.
PEPA11	Addresses family and community engagement in physical activity opportunities at all schools
PEPA12	Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities
PEPA14	Addresses physical activity breaks during school
PEPA16	District addresses active transport (Safe Routes to schools) for all k-12 students who live within walkable bikeable distance.
	Section 5: Wellness Promotion and Marketing
WPM1	Encourage staff to model healthy eating and physical activity behaviors
WPM3	Addresses using physical activity as a reward
WPM5	Addresses physical activity not being withheld as a punishment
WPM6	Specifies marketing to promote healthy food and beverage choices
WPM7	Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards
WPM8	Specifically addresses marketing on school property and equipment (e.g. signs, scoreboards, sports equipment).
WPM11	Specifically addresses marketing in school publications and media
	Section 6: Implementation, Evaluation & Communication
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 district implementation of the local wellness policy at least once every three years.
IEC6	Triennial assessment results will be made available to the public and will include: <ol style="list-style-type: none"> 1. The extent in which schools under the jurisdiction of the LEA are in compliance with the local wellness policy. 2. The extend 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.
IEC7	Address a plan for updating policy based on results of the triennial assessment.

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
NE8	Nutrition education addresses agriculture and the food system.
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM3	District takes steps to protect the privacy of students who qualify for free or reduced priced meals.
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.

SM5	Specific how families are provided information about determining eligibility for free/reduced priced meals.
SM6	Specifies strategies to increase participation in school meal programs.
SM10	Addresses purchasing local foods for the school meals program.
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
NS8	Addresses foods and beverages containing caffeine at the high school level
	Section 4: Physical Education and Physical Activity
PEPA5	Addresses time per week of physical education instruction for all middle school students.
PEPA6	Addresses time per week of physical education instruction for all high school students.
PEPA7	Addresses qualifications for physical education teachers for grades K-12
PEPA9	Addresses physical education exemption requirements for all students
PEPA10	Addresses physical education substitutions for all students
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.
	Section 5: Wellness Promotion and Marketing
WPM9	Specifically addresses marketing on education materials
WPM10	Specifically addresses marketing where food is purchased
	Section 6: Implementation, Evaluation & Communication
IE8	Addresses the establishment of an ongoing school building wellness committee.

SECTION 4: OPPORTUNITIES FOR GROWTH

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



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

Item number	Item description
	Section 1: Nutrition Education
NE3	All elementary school students receive sequential and comprehensive nutrition education
NE4	All middle school students receive sequential and comprehensive nutrition education
NE5	All high school students receive sequential and comprehensive nutrition education
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM7	Addresses the amount of "seat time" students have to eat school meals
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
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.
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.
	Section 4: Physical Education and Physical Activity
	none
	Section 5: Wellness Promotion and Marketing
WPM4	Addresses physical activity not being used as a punishment

WPM12	Specifically addresses marketing through fundraisers and corporate-incentive programs
	Section 6: Implementation, Evaluation & Communication
	none

WORKSHEET 4: SUMMARY OF FINDINGS

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



SECTION 1: STRONG POLICIES AND ALIGNED PRACTICES

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

The district has successfully detailed and implemented practices related to the following areas:

Nutrition education

Nutrition standards for USDA child nutrition programs and schools meals

Nutrition standards for competitive and other foods and beverages

Physical education and activity

Wellness promotion and marketing

Implementation, evaluation and communication



SECTION 2: CREATE PRACTICE IMPLEMENTATION PLAN

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

The Wellness Committee will work on developing a plan to implement all federal requirements regarding the following areas:

Nutrition education

Nutrition standards for USDA child nutrition programs and schools meals

Wellness promotion and marketing

Implementation, evaluation and communication



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 Committee will review all federally required policy updates and provide edits to be reviewed by the School Board during the school year 2023 - 2024. Edits will include stronger and clearer language in areas that do not align between policy and practice.



SECTION 4: OPPORTUNITIES FOR GROWTH

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

The Wellness Committee will review opportunities for improvement and prioritize updating all federally required elements. Based on the results of the Triennial Assessment, the committee will develop an action plan for the next three years.