

# **Triennial Assessment Report: WellSat (2/2025)**

## **District: WALLINGFORD**

### **Introduction**

Student wellness, including good nutrition and physical activity, shall be promoted in the district's educational program, school activities, and meal programs. In accordance with federal and state law, it is the policy of the Wallingford Board of Education (the "Board") to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require all meals served by the District meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture and the "Connecticut Nutrition Standards for Foods in Schools," whichever are greater. This policy shall be interpreted consistently with Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296).

In developing goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, the District will, as required, review and consider evidence-based strategies and techniques.

In an effort to measure the implementation of this policy, the Board of Education designates the Wellness Coordinator as the person who will be responsible for ensuring that each school meets the goals outlined in this policy. To ensure continuing progress, the District will evaluate implementation efforts and their impact on students and staff at least every three years.

### **Strong Policies and Aligned Practices**

Each section of the WellSAT included areas of success in meeting our wellness goals. Section one, nutrition education, incorporates standards-based curriculum and participatory methods of instruction. Section two, standards for USDA child nutrition programs and school meals, provides for confidentiality in regards to students receiving free/reduced meals and water is available at no cost to students. In section three, nutrition standards for competitive and other foods and beverages, competitive foods meet Smart Snack nutrition standards, which are accessible and easily referenced. In section four, the district has a written physical education curriculum aligned with national and state standards that promotes a physically active lifestyle. All classes are taught by certified/licensed physical education teachers and professional development is offered every year relevant and specific to the discipline. For section five, wellness promotion and marketing, teachers do not use physical activity as punishment and marketed food and beverage items meet Smart Snack criteria. Lastly, in section 6, there is an active wellness committee that meets regularly.

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#### **GOALS FOR NUTRITION PROMOTION AND EDUCATION**

The goals for addressing nutrition education include the following:

Schools will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines. Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.

Nutrition education will be part of the District's comprehensive standards-based school health education program and curriculum and will be integrated into other classroom content areas, as appropriate. Schools will link nutrition education activities with existing coordinated health programs or other comparable comprehensive school health promotion frameworks. (A standards-based program is a system of instruction, assessment, grading and reporting based on students demonstrating understanding of the knowledge and




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<b>FR6</b>	Do all competitive foods and beverages sold to students during the school day meet or exceed the USDA's nutrition standards, commonly called Smart Snacks?	2	2	☆
<b>FR7</b>	Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?	2	2	☆
<b>FR8</b>	Do all foods and beverages sold in vending machines meet Smart Snack standards?	2	2	☆
<b>FR9</b>	Do all foods and beverages sold in school stores during the school day meet Smart Snack standards?	2	2	☆
<b>FR10</b>	Are there fundraisers that sell foods or beverages to be consumed during the school day? If yes, do the foods and beverages sold meet Smart Snacks standards?	2	2	☆
<b>FR12</b>	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	☆
<b>FR14</b>	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school?	2	2	☆
<b>FR15</b>	How is the wellness policy made available to the public?	2	2	☆
<b>FR16</b>	Is wellness policy implementation evaluated every three years?	2	2	☆
<b>FR17</b>	What is included in the triennial assessment report to the public?	2	2	☆
<b>FR18</b>	Has the wellness policy been revised based on the previous triennial assessment?	2	2	☆
<b>NES1</b>	Does the district offer breakfast every day to all students?	2	2	☆

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<b>NES2</b>	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	2	2	☆
<b>NES3</b>	Does your school or district provide information to families about eligibility for free or reduced-price meals?	2	2	☆
<b>NES4</b>	Does your school use strategies to maximize participation in the school breakfast program and/or school lunch program?	2	2	☆
<b>NES5</b>	Are marketing strategies used to promote healthy food and beverage choices in school?	2	2	☆
<b>NES6</b>	Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated?	2	2	☆
<b>NES10</b>	Are foods or beverages containing caffeine sold at the high school level?	2	2	☆
<b>NES12</b>	Do all foods or beverages SOLD (not served) to students after the school day on school grounds (including aftercare, clubs, and afterschool programming) meet federal nutrition standards (e.g., CACFP or Smart Snacks)?	2	2	☆
<b>NES13</b>	Do teachers or school staff give students food as a reward?	2	2	☆
<b>NES14</b>	Do students have consistent and easy access to free drinking water throughout the school day?	2	2	☆
<b>NE1</b>	Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?	2	2	☆
<b>NE3</b>	Do all middle school students receive sequential and comprehensive nutrition education?	2	2	☆
<b>NE4</b>	Do all high school students receive sequential and comprehensive nutrition education?	2	2	☆

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<b>NE5</b>	Is nutrition education integrated into other subjects beyond health education?	2	2	☆
<b>PEPA1</b>	 Does the district have a written physical education curriculum that is implemented consistently for every grade?	2	2	☆
<b>PEPA2</b>	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	2	2	☆
<b>PEPA3</b>	How does your physical education program promote a physically active lifestyle?	2	2	☆
<b>PEPA4</b>	How many minutes per week of PE does each grade in elementary school receive?	2	2	☆
<b>PEPA5</b>	How many minutes per week of PE does each grade in middle school receive?	2	2	☆
<b>PEPA6</b>	How many minutes per week of PE does each grade in high school receive?	2	2	☆
<b>PEPA7</b>	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	2	2	☆
<b>PEPA8</b>	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	2	2	☆
<b>PEPA10</b>	What percentage of students do you estimate do not take PE each year due to substitutions?	2	2	☆

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<b>PEPA13</b>	Is there daily recess for all grades in elementary school?	<b>2</b>	<b>2</b>	☆
<b>PEPA18</b>	Do teachers ever use physical activity as a punishment?	<b>2</b>	<b>2</b>	☆
<b>PEPA19</b>	Do teachers ever withhold physical activity as a classroom management tool?	<b>2</b>	<b>2</b>	☆
<b>EW1</b>	 Are there strategies used by the school to support employee wellness?	<b>2</b>	<b>2</b>	☆
<b>IC1</b>	Is there an active district-level wellness committee?	<b>2</b>	<b>2</b>	☆
<b>IC2</b>	Is there an active school-level wellness committee?	<b>2</b>	<b>2</b>	☆

### Create Practice Implementation Plan

There are a number of possible areas for the district to create practice implementation plans. Food or beverages sold in vending machines and in school stores should meet the Smart Snack nutrition standards. A plan should be developed to increase minutes of physical education offered to students at each level. Physical activity should not be withheld as a punishment or used as a classroom management tool. The district's wellness committee can be strengthened by increasing representation during meetings and conducting this assessment more often.

#### MONITORING

The Board designates the Superintendent or a designee to ensure compliance with this policy. The District Wellness Coordinator, in collaboration with the Food Service Director and Wellness Committee Members, is responsible for retaining all documentation of compliance with this policy including, but not limited to, each school's three-year assessment and evaluation report and this wellness policy and plan. The Wellness Coordinator is also be responsible for public notification of the three-year assessment and evaluation report, including any updates to this policy made as a result of the Board's three-year assessment and evaluation. The District shall develop a plan designed to achieve the involvement requirements in the development, implementation, monitoring, and assessment of this policy.











The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy. The District, as required, will retain records and documents pertaining to the wellness policy which shall include the written school wellness policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment of the wellness policy and documentation to demonstrate compliance with the annual public notification requirement.

#### COMMUNITY INPUT

The Superintendent or designee will provide opportunities, suggestions and comments concerning the

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development, implementation, periodic review and improvement of the school wellness policy from community members, including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, members of the Board of Education, school administrators, and the public. This is best achieved through the establishment of a standing wellness committee, with membership as listed above. Efforts shall be made to improve community involvement.






		<b>Policy Score</b>	<b>Practice Score</b>	
<b>FR11</b>	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	<b>2</b>	<b>1</b>	
<b>NES8</b>	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?	<b>2</b>	<b>1</b>	
<b>NES11</b>	Do all foods or beverages SERVED (not sold) to students after the school day on school grounds (including aftercare, clubs, and afterschool programming) meet federal nutrition standards (e.g., CACFP or Smart Snacks)?	<b>2</b>	<b>1</b>	
<b>NE6</b>	Do school nutrition services staff members use the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?	<b>2</b>	<b>1</b>	
<b>PEPA11</b>	 Are there opportunities for families and community members to engage in physical activity at school?	<b>2</b>	<b>1</b>	
<b>PEPA12</b>	 Are there opportunities for all students to engage in physical activity before and after school?	<b>2</b>	<b>1</b>	
<b>PEPA16</b>	What proportion of students walk or bike to school?	<b>2</b>	<b>1</b>	
<b>EW2</b>	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	<b>2</b>	<b>1</b>	

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### Update Policies

The district will utilize the Connecticut Association of Boards of Education (CABE) and their model wellness policy to update federally required items. Language will be included to address the frequency and amount of training provided to the food service staff. Language will also be added that speaks to food or beverage fundraisers.








		Policy Score	Practice Score	
<b>NE2</b>	Do all elementary school students receive sequential and comprehensive nutrition education?	1	2	
<b>NE7</b>	 Does nutrition education address agriculture and the food system?	1	2	
<b>PEPA9</b>	What percentage of students do you estimate do not take PE each year due to exemptions?	1	2	
<b>PEPA15</b>	Does the district have "joint-use" or "shared-use" agreements?	1	2	

### Opportunities for Growth

One opportunity for growth is in addressing food-based celebrations during the school day in the elementary schools. We can also grow by improving the implementation, evaluation and communication of our wellness policy. We should identify who is responsible for implementing the wellness policy at the building level, make the triennial assessment report open to the public and revise the wellness policy more regularly.

		Policy Score	Practice Score	
<b>FR13</b>	Which groups are represented on the district-level wellness committee?	1	1	

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<b>NES7</b>	 In your district, is it a priority to procure locally produced foods for school meals?	<b>1</b>	<b>1</b>	
<b>NES9</b>	Are you familiar with any state laws allowing exemptions for school-sponsored fundraisers during which foods and beverages do not have to meet Smart Snacks?	<b>1</b>	<b>1</b>	
<b>PEPA14</b>	 Do teachers provide regular physical activity breaks for students in the classroom?	<b>1</b>	<b>1</b>	
<b>PEPA17</b>	 Are teachers encouraged to use physical activity as a reward for students?	<b>1</b>	<b>1</b>	

**Conclusion**


The District will make available to the public the results of the three-year assessment and evaluation including the extent to which the schools are in compliance with policy and a description of the progress being made in attaining the goals of this policy.

The School Wellness Policy shall be made available annually, at a minimum, to students and families by means of school registration, student handbooks and the Board's website. This availability shall include the policy, including any updates to and about the wellness policy and the Triennial Assessment, including progress toward meeting the goals of this policy. In addition, the annual notification shall include a description of each school's progress in meeting the wellness policy goals; summary of each school's wellness events or activities; contact information for the leader(s) of the wellness policy team; and information on how individuals and the public can get involved.

**Key**

 **Strong Policies and Aligned Practices** - District has a strong policy and is fully implementing practices that align with the policy

 **Create Practice Implementation Plan** - District has a strong or weak policy, but practice implementation is either absent or limited

 **Update Policies Update Policies** - District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy

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**Opportunities for Growth** - District has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way

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