# Local Wellness Policy: Triennial Assessment

## Background

A local school wellness policy is a written document that guides a local education agency's (LEA) or school district's efforts to establish a school environment that promotes students' health, well-being and ability to learn. The wellness policy requirement was strengthened by the Healthy, Hunger-Free Kids (HHKA) Act of 2010. An assessment of the school wellness policy must be conducted a minimum of once every three years; however, LEAs may assess the policy more frequently.

## Triennial Recordkeeping

This assessment resource is offered as a way to summarize the information gathered during the assessment. It contains the three required components:

1. Compliance with the wellness policy
2. How the wellness policy compares to model wellness policies
3. Progress made in attaining the goals of the wellness policy

LEAs can document the assessment in other formats as long as the three required components are included. Keep a copy of the most recent triennial assessment, school building progress reports and additional supporting documentation on file. These will be needed during a School Nutrition Program administrative review.

## Public Updates

HHKA requires that LEAs make the following available to the public on an annual basis:

- The wellness policy, including any updates
- Position title of the designated school official(s) who lead the local wellness committee
- Information on how the public can get involved with the local wellness committee
- The Triennial assessment also needs to be made available to the public every 3 years

## Resources

- Iowa Sample Wellness Policy: Developed by Iowa Association of School Boards and Iowa Department of Education, can be utilized as a guide when updating policies.
- Healthy Choices Count 5-2-1-0 Registered Sites: Iowa Healthiest State Initiative has a registration process for schools that includes a questionnaire of current policies and practices. The questionnaire can be used as a tool to review and update the policy

## Section 1: General Information and Wellness Committee

| | |
|---|---|
| LEA (Local Education Agency) name | Clear Creek Amana CSD |
| Date Triennial Assessment was completed | April 17, 2025 |
| Date of last wellness policy review | January 14, 2025 |
| How often does the school wellness committee meet? Date of last meeting? | January 14, 2025 |
| Were the required annual public notifications completed this year? | Yes |

**Designated School Wellness Leader**–LEAs must designate at least one school official responsible for determining the extent to which each school under their jurisdiction follows the wellness policy.

| | |
|---|---|
| **Name:** | Missy Ortman & Whitney Eister |
| **Job Title:** | Director of Nutrition & Director of Health Services |
| **Email:** | melissaortman@ccaschools.org & whitneyeister@ccaschools.org |

**School Wellness Committee Members**–schools must permit involvement from parents, students, school food service, teachers of physical education, school health professionals, school board members, school administrators and general public

| Name | Job Title/Volunteer | Email |
|---|---|---|
| | | |
| | | |
| Catherine Westfall | Executive Director of Human Resources | catherinewestfall@ccaschools.org |
| Jayne Brumwell | kitchen manager | jaynebrumwell@ccaschools.org |
| Sue Albrecth | kitchen manager | susiealbrecht@ccaschools.org |
| Miranda Kral | teacher | mirandakral@ccaschools.org |
| Eric Glanz | teacher | ericglanz@ccaschools.org |
| Kari Bullis | teacher | karibullis@ccaschools.org |
| Nick Boeset | teacher | nickboeset@ccaschools.org |
| Ben Robison | teacher | benrobison@ccaschools.org |
| Brandon Club | teacher | brandonclubb@ccaschools.org |
| | | |

## Section 2: Compliance with the Wellness Policy

At a minimum, local wellness policies are required to include:

- ☒ Specific goals for nutrition promotion and education
- ☒ Specific goals for physical activity
- ☒ Specific goals for other school-based activities that promote student wellness
- ☒ Standards and nutrition guidelines for all foods and beverages sold to students before, during and 30 minutes after the school day
- ☒ Standards for all foods and beverages provided, but not sold, to students during the school day (classroom parties, classroom snacks brought by parents, incentives, etc.)
- ☒ Policies for food and beverage marketing that allow marketing and advertising of only those foods and beverages that meet the Smart Snacks in School nutrition standards
- ☒ Description of public involvement, public updates, policy leadership, and evaluation plan.

Another form of documentation for Section 2 is the School Wellness Policy Checklist.

## Section 3: Comparison to Model School Wellness Policies

The Alliance for a Healthier Generation Model Policy is to be used as a best practice guide. Compare local wellness policy language with the model policy and identify areas where the language is comparable to the model policy and potential areas that can be strengthened.

**Optional Resource:** WellSAT 3.0, Online quantitative tool that determines where revisions are needed to strengthen the language in school wellness policies and provides sample language.

| Areas with Similar Language | Potential Areas to Strengthen Language |
|---|---|
| Community involvement - Language encourages<br>Competetive foods - All foods must be smart snack compliant<br>Physical Education - meet state and national standarsm<br>Recess - At least 20 minutes per day is offered | Membership - include phrasing for all buildings to have representation<br><br>Address purchasing local foods for the school meal program<br><br>Caffeine limits for beverages and food<br><br>Access to water throughout the day<br><br>Active transport - encouraging kids to use safe routes to school who live within walkable/bike-able distances<br><br>Physical activity as a reward |

## Section 4: Progress Towards Goals

Evaluate your compliance and progress towards each of your goals using a method of your choosing. The School Wellness Policy Progress Report is one example that can be used.

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To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted 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; or
2. fax:
   (833) 256-1665 or (202) 690-7442; or
3. email:
   Program.Intake@usda.gov

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# Policy Assessment: 2025 Triennial (4/2025)
# District: CLEAR CREEK AMANA COMM

Congratulations! You have completed the WellSAT Policy Assessment. You can see your Policy scores for each item below. Please note if you are missing any of the federal requirements in Section 1. Items with a rating of "0" (item not addressed in the policy) or "1" (weak statement addressing the item) can be improved by referring to the links at wellsat.org/resources.

## Section 1. Federal Requirements

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|---|---|---|
| **FR1** | Includes goals for nutrition education that are designed to promote student wellness. | **2** |
| **FR2** | Assures compliance with USDA nutrition standards for reimbursable school meals. | **2** |
| **FR3** | District takes steps to protect the privacy of students who qualify for free or reduced priced meals. | **2** |
| **FR4** | Free drinking water is available during meals. | **0** |
| **FR5** | Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards. | **2** |
| **FR6** | Addresses compliance with USDA nutrition standards (Smart Snacks) for all food and beverages sold to students during the school day. | **2** |
| **FR7** | Regulates food and beverages sold in a la carte. | **2** |
| **FR8** | Regulates food and beverages sold in vending machines. | **2** |
| **FR9** | Regulates food and beverages sold in school stores. | **2** |
| **FR10** | Addresses fundraising with food to be consumed during the school day. | **2** |
| **FR11** | 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** |
| **FR12** | Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards. | **2** |
| **FR13** | Addresses how all relevant groups will participate. | **2** |

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|---|---|---|
| **FR14** | Identifies the officials responsible for compliance with all components of the local wellness policy in each school. | **2** |
| **FR15** | Addresses making the wellness policy available to the public. | **2** |
| **FR16** | Addresses the assessment of district implementation of the local wellness policy at least once every three years. | **2** |
| **FR17** | Addresses making triennial assessment results available to the public and specifies what will be included. | **2** |
| **FR18** | Addresses a plan for updating policy based on results of the triennial assessment. | **2** |

### Section 2. Nutrition Environment and Services

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|---|---|---|
| **NES1** | Addresses access to the USDA School Breakfast Program. | **1** |
| **NES2** | Addresses how to handle feeding children with unpaid meal balances without stigmatizing them. | **0** |
| **NES3** | Specifies how families are provided information about determining eligibility for free/reduced price meals. | **1** |
| **NES4** | Specifies strategies to increase participation in school meal programs. | **1** |
| **NES5** | Specifies marketing to promote healthy food and beverage choices. | **1** |
| **NES6** | Addresses the amount of "seat time" students have to eat school meals. | **2** |
| **NES7** |  Addresses purchasing local foods for the school meals program. | **0** |
| **NES8** | USDA Smart Snack standards are easily accessed in the policy. | **1** |
| **NES9** | Exemptions for infrequent school-sponsored fundraisers. | **1** |
| **NES10** | Addresses foods and beverages containing caffeine at the high school level. | **0** |

| | | |
|---|---|---|
| **NES11** | Addresses nutrition standards for all foods and beverages SERVED to students after the school day, including aftercare on school grounds, clubs, and after-school programming. | **0** |
| **NES12** | Addresses nutrition standards for all foods and beverages SOLD to students after the school day, including aftercare on school grounds, clubs, and after-school programming. | **2** |
| **NES13** | Addresses food not being used as a reward. | **NA** |
| **NES14** | Addresses availability of free drinking water throughout the school day. | **0** |

## Section 3. Nutrition Education

| | | |
|---|---|---|
| **NE1** | Nutrition education teaches skills that are behavior focused, interactive, and/or participatory. | **1** |
| **NE2** | All elementary school students receive sequential and comprehensive nutrition education. | **2** |
| **NE3** | All middle school students receive sequential and comprehensive nutrition education. | **2** |
| **NE4** | All high school students receive sequential and comprehensive nutrition education. | **2** |
| **NE5** | Nutrition education is integrated into other subjects beyond health education. | **2** |
| **NE6** | Links nutrition education with the food environment. | **1** |
| **NE7** | Nutrition education addresses agriculture and the food system. | **2** |

## Section 4. Physical Education and Physical Activity

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|---|---|---|
| **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** |

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| | | |
|---|---|---|
| **PEPA3** | Physical education promotes a physically active lifestyle. | **2** |
| **PEPA4** | Addresses time per week of physical education instruction for all elementary school students. | **2** |
| **PEPA5** | Addresses time per week of physical education instruction for all middle school students. | **2** |
| **PEPA6** | Addresses time per week of physical education instruction for all high 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. | **0** |
| **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. | **2** |
| **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. | **2** |
| **PEPA14** | Addresses physical activity breaks during school. | **1** |
| **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. | **0** |
| **PEPA17** | Addresses using physical activity as a reward. | **0** |
| **PEPA18** | Addresses physical activity not being used as a punishment. | **2** |

| | | |
|---|---|---|
| **PEPA19** | Addresses physical activity not being withheld as a punishment. | **2** |

### Section 5. Employee Wellness

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|---|---|---|
| **EW1** | Addresses strategies to support employee wellness. | **1** |
| **EW2** | Encourages staff to model healthy eating and physical activity behaviors. | **0** |

### Section 6. Integration and Coordination

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| **IC1** | Addresses the establishment of an ongoing district wellness committee. | **1** |
| **IC2** | Addresses the establishment of an ongoing school building-level wellness committee. | **1** |

## Overall District Policy Score

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|---|---|
| Total Comprehensiveness | **District Score 79** |
| Total Strength | **District Score 39** |