

Triennial Assessment Report: Wellness Assessment 2-13-25 (2/2025)

District: STAPLES-MOTLEY

Introduction

The Staples-Motley school wellness committee worked to complete the policy and practice sections of WellSAT with meetings on December 5, 2024 and March 4 and April 9, 2025. We scored 58 on total comprehensiveness and 30 on total strength in the policy portion. Our scores were higher in the practice section however our policies and practices did not align as well as they could. From this we developed measurable goals to strive for along with suggesting new and added language to our wellness policy. Various stakeholders are represented on the wellness committee helping to bring a well rounded perspective for evaluation.

Strong Policies and Aligned Practices

		Policy Score	Practice Score	
FR13	Which groups are represented on the district-level wellness committee?	2	2	☆
FR15	How is the wellness policy made available to the public?	2	2	☆
NES2	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	2	2	☆
NES8	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?	2	2	☆
NES11	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)?	2	2	☆
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	☆

Triennial Assessment Report: Wellness Assessment 2-13-25 (2/2025)
District: STAPLES-MOTLEY

PEPA3	How does your physical education program promote a physically active lifestyle?	2	2	
IC1	Is there an active district-level wellness committee?	2	2	

Create Practice Implementation Plan

		Policy Score	Practice Score	
FR6	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	1	
FR9	Do all foods and beverages sold in school stores during the school day meet Smart Snack standards?	1	0	
FR10	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?	1	0	
FR11	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	1	0	
FR16	Is wellness policy implementation evaluated every three years?	2	1	
FR17	What is included in the triennial assessment report to the public?	1	0	
FR18	Has the wellness policy been revised based on the previous triennial assessment?	1	0	

Triennial Assessment Report: Wellness Assessment 2-13-25 (2/2025)
District: STAPLES-MOTLEY

NES5	Are marketing strategies used to promote healthy food and beverage choices in school?	2	1	
NES13	Do teachers or school staff give students food as a reward?	2	0	
IC2	Is there an active school-level wellness committee?	2	0	

Update Policies

		Policy Score	Practice Score	
FR2	Do your National School Lunch Program meals (and, if applicable, School Breakfast Program meals) meet all federal standards for meal patterns, nutrient levels, and calorie requirements for the grade levels served?	1	2	
FR3	Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?	1	2	
FR4	Is free (i.e., no cost to students) drinking water available to students during meals?	0	2	
FR5	Do all school nutrition program directors, managers, and staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements?	1	2	
FR7	Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?	1	2	
FR12	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	2	

Triennial Assessment Report: Wellness Assessment 2-13-25 (2/2025)
District: STAPLES-MOTLEY

NES1	Does the district offer breakfast every day to all students?	0	2	
NES3	Does your school or district provide information to families about eligibility for free or reduced-price meals?	0	2	
NES4	Does your school use strategies to maximize participation in the school breakfast program and/or school lunch program?	1	2	
NES6	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?	1	2	
NES10	Are foods or beverages containing caffeine sold at the high school level?	0	2	
NES14	Do students have consistent and easy access to free drinking water throughout the school day?	0	2	
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	0	2	
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	0	2	
PEPA9	What percentage of students do you estimate do not take PE each year due to exemptions?	0	2	
PEPA10	What percentage of students do you estimate do not take PE each year due to substitutions?	0	2	
PEPA11	 Are there opportunities for families and community members to engage in physical activity at school?	1	2	
PEPA12	 Are there opportunities for all students to engage in physical activity before and after school?	0	2	

Triennial Assessment Report: Wellness Assessment 2-13-25 (2/2025)
District: STAPLES-MOTLEY

PEPA13	Is there daily recess for all grades in elementary school?	0	2	
PEPA17	 Are teachers encouraged to use physical activity as a reward for students?	0	2	
PEPA18	Do teachers ever use physical activity as a punishment?	0	2	
PEPA19	Do teachers ever withhold physical activity as a classroom management tool?	0	2	

Opportunities for Growth

		Policy Score	Practice Score	
FR1	Does the district have specific goals for nutrition education designed to promote student wellness?	1	1	
FR14	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school?	1	1	
NES7	 In your district, is it a priority to procure locally produced foods for school meals?	0	1	
NES12	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)?	0	0	
NE1	Are skills-based, behavior-focused, and interactive/ participatory methods used in nutrition education to develop student skills?	1	1	
NE2	Do all elementary school students receive sequential and comprehensive nutrition education?	1	1	

Triennial Assessment Report: Wellness Assessment 2-13-25 (2/2025)
District: STAPLES-MOTLEY

NE3	Do all middle school students receive sequential and comprehensive nutrition education?	1	1	
NE4	Do all high school students receive sequential and comprehensive nutrition education?	1	1	
NE5	Is nutrition education integrated into other subjects beyond health education?	1	1	
NE6	Do school nutrition services staff members use the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?	0	0	
NE7	 Does nutrition education address agriculture and the food system?	0	1	
PEPA4	How many minutes per week of PE does each grade in elementary school receive?	0	0	
PEPA5	How many minutes per week of PE does each grade in middle school receive?	0	0	
PEPA6	How many minutes per week of PE does each grade in high school receive?	0	0	
PEPA14	 Do teachers provide regular physical activity breaks for students in the classroom?	1	1	
PEPA16	What proportion of students walk or bike to school?	0	0	
EW1	 Are there strategies used by the school to support employee wellness?	0	1	

Triennial Assessment Report: Wellness Assessment 2-13-25 (2/2025)

District: STAPLES-MOTLEY

EW2	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	0	0	
-----	---	---	---	---

Conclusion

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



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

For more resources, visit: wellsat.org/resources

Triennial Assessment Report: Wellness Assessment 2-13-25 (2/2025)

District: STAPLES-MOTLEY

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, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

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 state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, **AD-3027**, found online at [How to File a Program Discrimination 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, Mail Stop 9410
Washington, D.C. 20250-9410;
2. **Fax:**
(202) 690-7442; or
3. **Email:**
program.intake@usda.gov

This institution is an equal opportunity provider.

School Wellness Policy Action Plan

School Name		Date				
Staples-Motley ISD# 2170		03/04/2025				
Goal	Action Steps	Timeline	Measurement	Lead Person	Stakeholders	Done
What do we want to accomplish?	What activities need to happen?	Start dates	How is progress measured?		Who will be involved and/or impacted?	
Example: Food and beverages will not be used as a reward for students.	<ul style="list-style-type: none">Provide teachers with list of non-food reward examples.Discuss changes at back-to-school staff training.Follow-up mid-year to discuss challenges and determine additional communication needed.	Before the beginning of next school year.	<ul style="list-style-type: none">Verbal check-ins with staff to ensure compliance.Teacher survey at end of school year.	Principal	Teachers, staff, students	☒
We will increase participatory activities such as contests, promotions, and taste testings to make the cafeteria experience more enjoyable.	<ul style="list-style-type: none">Research what other schools are doing in these categoriesReach out to community partners for prizes that align with contestsDetermine what foods to offer for taste testingHighlight in our media these experiences and when they will be happening	April 2025	Progress is measured based on the number of events that occur each month.	Director of Nutritional Services	Students, kitchen staff	☐
We will increase breakfast participation at the middle/high school to above 35% for the months of April and May 2025	<ul style="list-style-type: none">Create a grab-n-go cold breakfast menuFind an area near where kids get off the busDiscuss options on where to discard waste from the breakfast on the goCreate rules that should be followed to make the process flow smoothly	Monday, March 31st	Progress will be measured by reporting from the months of April and May based on breakfasts served vs. the total number of that could be served.	Director of Nutritional Services	All stakeholders, starting the day with a healthy breakfast helps all involved	☐

School Wellness Policy Action Plan

Goal What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start dates	Measurement How is progress measured?	Lead Person	Stakeholders Who will be involved and/or impacted?	Done
Work with fundraising events, student stores, and classroom teachers to encourage smart snack compliant items are made available instead of traditional non-compliant items.	<ul style="list-style-type: none"> * Discussions with leaders of fundraisers about what is acceptable while on school grounds. * Appear in front of all faculty to discuss guidelines on what is acceptable in the classroom as rewards and on special days * Provide a list to parents/guardians on ideas of items that align with our wellness policy as acceptable rewards/treats in our schools. 	Before the beginning of next school year	Progress will be measured by the amount and frequency faculty sees non-compliant items being advertised and sold in our schools. Classroom monitoring will be added as a question during teacher evaluations during the year.	Principals	Students, faculty, parents, organizational leaders	☐
Provide increased resources to parents/guardians to promote wellness outside of the school.	<ul style="list-style-type: none"> * Deanna and Wade will put together monthly articles to go out in conjunction with the Cardinal Connection and Elementary Weekly Update near the beginning of each month * Resources will be sent out with the welcome packets near back to school time outlining priorities as they relate to wellness 	August 2025	Progress will be measured by the number of months we stick to our goals.	Principals	Students, parents, community	☐
All wellness meeting dates and times will be posted on the school district's website so as to be available for public attendance.	<ul style="list-style-type: none"> * Communicate meeting dates with Trisha Larson, coordinator of school calendars and meetings 	April 9th, 2025 - the next meeting date	Progress is measured by if the notification makes it to the public	Wellness Committee Coordinator	community	☐

School Wellness Policy Action Plan

Goal What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start dates	Measurement How is progress measured?	Lead Person	Stakeholders Who will be involved and/or impacted?	Done
Develop a student food team for students to have more say and take more ownership of the lunch room by the end of the school year.	<ul style="list-style-type: none"> * Conduct a survey at the middle/high school gauging student interest in the team. Have students submit a letter of interest and form the team from there. * Work with teachers at the elementary to find students that would be interested in being part of the group. * Conduct one meeting at both sites before the end of the school year. 	Immediately so we can be prepared into next school year	Progress will be measured by student meal participation and overall lunchroom satisfaction	Director of Nutritional Services	Students, food service staff, principals, faculty	☐
Procure more pounds of food from local farmers in the upcoming school year	<ul style="list-style-type: none"> * Work with local farmer contacts that were gained during our farm to school grant period to plan for needs into the next school year * Calculate estimated quantities needed based on school menus * Compare local produce pricing with that of our distributor to balance quality with cost 	Spring 2025	Progress will be measured by the total pounds of food purchased through the end of 2025 versus figures from 2024	Director of Nutritional Services	community, students, food service department	☐
Increase education in school about food waste and take steps to reduce it.	<ul style="list-style-type: none"> * Plan a lesson around food waste and the effect on the world around us * Work with principals to incorporate the lesson into the first 2 weeks of school * Monitor garbage cans for unneeded waste and correct the practice for the first month of school * Reassess progress each semester and retrain as needed 	Start of the next school year	Progress will be measured by the amount of food waste observed going into the garbage cans in the lunch room by staff	Director of Nutritional Services	All stakeholders	☐

