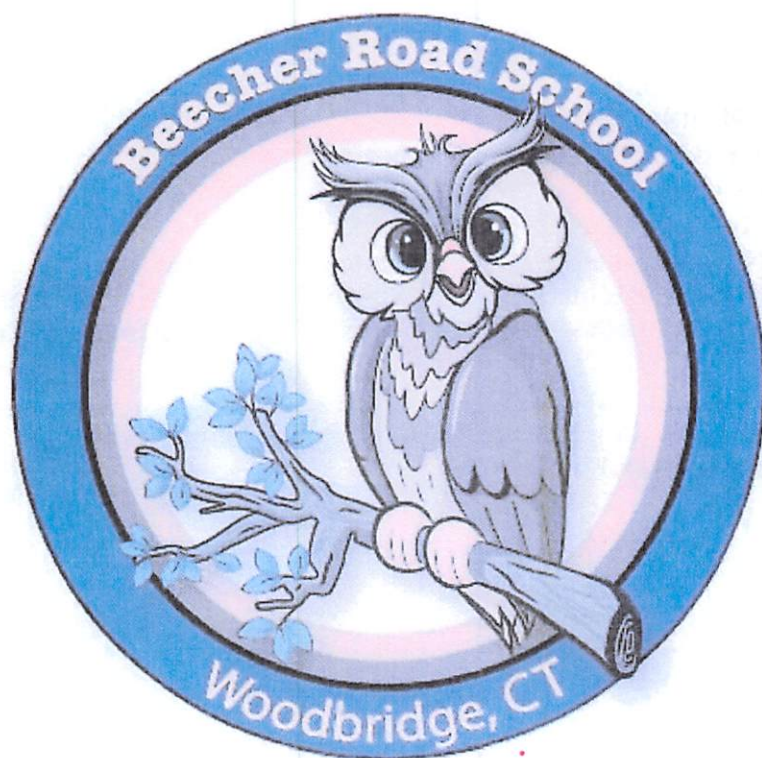


Woodbridge School District
Local School Wellness Policy
Triennial Assessment Summary
June 2025



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 2024-2025 school year include:

Jessica Hill , Kitchen Manager

Analisa Sherman, Principal

Cheryl Tafel, Vice Principal

Arianne Buzzard, Health Teacher

Andrew Lavaway, Physical Education Teacher

Ahern, Barbara Teacher

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](#)

Policy Assessment: Woodbridge Well Sat 3/2024 (4/2025)

District: WOODBRIDGE

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

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.	1
FR3	District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	1
FR4	Free drinking water is available during meals.	1
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.	1
FR7	Regulates food and beverages sold in a la carte.	2
FR8	Regulates food and beverages sold in vending machines.	NA
FR9	Regulates food and beverages sold in school stores.	NA
FR10	Addresses fundraising with food to be consumed during the school day.	1
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.	1
FR13	Addresses how all relevant groups will participate.	1

Policy Assessment: Woodbridge Well Sat 3/2024 (4/2025)
District: WOODBRIDGE

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.	1
FR18	Addresses a plan for updating policy based on results of the triennial assessment.	1

Section 2. Nutrition Environment and Services

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

Policy Assessment: Woodbridge Well Sat 3/2024 (4/2025)
District: WOODBRIDGE

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.	1
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.	0
NES13	Addresses food not being used as a reward.	1
NES14	Addresses availability of free drinking water throughout the school day.	1

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.	1
NE3	All middle school students receive sequential and comprehensive nutrition education.	NA
NE4	All high school students receive sequential and comprehensive nutrition education.	NA
NE5	Nutrition education is integrated into other subjects beyond health education.	1
NE6	Links nutrition education with the food environment.	1
NE7	 Nutrition education addresses agriculture and the food system.	1

Section 4. Physical Education and Physical Activity

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

Policy Assessment: Woodbridge Well Sat 3/2024 (4/2025)
District: WOODBRIDGE

PEPA3	Physical education promotes a physically active lifestyle.	1
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.	NA
PEPA6	Addresses time per week of physical education instruction for all high school students.	NA
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	2
PEPA8	Addresses providing physical education training for physical education teachers.	1
PEPA9	Addresses physical education exemption requirements for all students.	1
PEPA10	Addresses physical education substitution for all students.	1
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.	2
PEPA14	 Addresses physical activity breaks during school.	2
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	1
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

Policy Assessment: Woodbridge Well Sat 3/2024 (4/2025)
District: WOODBRIDGE

PEPA19	Addresses physical activity not being withheld as a punishment.	2
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Section 5. Employee Wellness

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

Section 6. Integration and Coordination

IC1	Addresses the establishment of an ongoing district wellness committee.	2
IC2	Addresses the establishment of an ongoing school building-level wellness committee.	2

Overall District Policy Score

Total Comprehensiveness	District Score 96
Total Strength	District Score 36

Practice Assessment: Woodbridge Well Sat 3/2024 (4/2025)

District: WOODBRIDGE

Congratulations! You have completed the WellSAT Policy Assessment and the WellSAT Practice Assessment. You can see your Policy and Practice scores for each item below. Each pair of responses is compared and linked to an outcome. These are explained below.

 **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

Section 1. Federal Requirements		Policy Score	Practice Score	
FR1	Does the district have specific goals for nutrition education designed to promote student wellness?	2	2	
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?	1	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?	2	2	

Practice Assessment: Woodbridge Well Sat 3/2024 (4/2025)
District: WOODBRIDGE

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?	1	2	
FR7	Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?	2	2	
FR8	Do all foods and beverages sold in vending machines meet Smart Snack standards?	NA	2	
FR9	Do all foods and beverages sold in school stores during the school day meet Smart Snack standards?	NA	NA	
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	NA	
FR11	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	1	1	
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	
FR13	Which groups are represented on the district-level wellness committee?	1	2	
FR14	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	
FR15	How is the wellness policy made available to the public?	2	2	
FR16	Is wellness policy implementation evaluated every three years?	2	2	
FR17	What is included in the triennial assessment report to the public?	1	2	

Practice Assessment: Woodbridge Well Sat 3/2024 (4/2025)
District: WOODBRIDGE

FR18	Has the wellness policy been revised based on the previous triennial assessment?	1	2	
Section 2. Nutrition Environment and Services		Policy Score	Practice Score	
NES1	Does the district offer breakfast every day to all students?	NA	2	
NES2	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	1	2	
NES3	Does your school or district provide information to families about eligibility for free or reduced-price meals?	2	1	
NES4	Does your school use strategies to maximize participation in the school breakfast program and/or school lunch program?	1	2	
NES5	Are marketing strategies used to promote healthy food and beverage choices in school?	2	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	
NES7	 In your district, is it a priority to procure locally produced foods for school meals?	0	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	
NES9	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?	1	NA	
NES10	Are foods or beverages containing caffeine sold at the high school level?	2	NA	

Practice Assessment: Woodbridge Well Sat 3/2024 (4/2025)
District: WOODBRIDGE

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)?	1	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	2	
NES13	Do teachers or school staff give students food as a reward?	1	2	
NES14	Do students have consistent and easy access to free drinking water throughout the school day?	1	2	
Section 3. Nutrition Education		Policy Score	Practice Score	
NE1	Are skills-based, behavior-focused, and interactive/ participatory methods used in nutrition education to develop student skills?	1	2	
NE2	Do all elementary school students receive sequential and comprehensive nutrition education?	1	1	
NE3	Do all middle school students receive sequential and comprehensive nutrition education?	NA	2	
NE4	Do all high school students receive sequential and comprehensive nutrition education?	NA	2	
NE5	Is nutrition education integrated into other subjects beyond health education?	1	2	
NE6	Do school nutrition services staff members use the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?	1	2	

Practice Assessment: Woodbridge Well Sat 3/2024 (4/2025)
District: WOODBRIDGE

NE7	 Does nutrition education address agriculture and the food system?	1	2	
Section 4. Physical Education and Physical Activity		Policy Score	Practice Score	
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?	1	2	
PEPA4	How many minutes per week of PE does each grade in elementary school receive?	2	2	★
PEPA5	How many minutes per week of PE does each grade in middle school receive?	NA	NA	
PEPA6	How many minutes per week of PE does each grade in high school receive?	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?	1	2	

Practice Assessment: Woodbridge Well Sat 3/2024 (4/2025)
District: WOODBRIDGE

PEPA9	What percentage of students do you estimate do not take PE each year due to exemptions?	1	2	
PEPA10	What percentage of students do you estimate do not take PE each year due to substitutions?	1	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?	1	2	
PEPA13	Is there daily recess for all grades in elementary school?	2	2	
PEPA14	 Do teachers provide regular physical activity breaks for students in the classroom?	2	2	
PEPA15	Does the district have "joint-use" or "shared-use" agreements?	1	2	
PEPA16	What proportion of students walk or bike to 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?	2	2	
PEPA19	Do teachers ever withhold physical activity as a classroom management tool?	2	2	
Section 5. Employee Wellness		Policy Score	Practice Score	
EW1	 Are there strategies used by the school to support employee wellness?	1	1	

Practice Assessment: Woodbridge Well Sat 3/2024 (4/2025)
District: WOODBRIDGE

EW2	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	1	1	
Section 6. Integration and Coordination		Policy Score	Practice Score	
IC1	Is there an active district-level wellness committee?	2	2	
IC2	Is there an active school-level wellness committee?	2	2	

Triennial Assessment Report: Woodbridge Well Sat 3/2024 (4/2025)

District: WOODBRIDGE

Introduction

Every three years the district is required to do a Triennial Assessment of the wellness Policy. Beecher does a great job with the wellness policy and it has showed in this assessment. The assessment is done by including many staff members to collect the data. Such as the wellness team, gym teacher, school nurse, curriculum writers and the kitchen manager.

Strong Policies and Aligned Practices

Beecher does an excellent job with curriculum meeting wellness goals. Not allowing food for parties, allocating enough gym and recess times to keep students bodies busy. Educating students and the community on healthy living. This includes the all school walks conducted by the principal.

		Policy Score	Practice Score	
FR1	Does the district have specific goals for nutrition education designed to promote student wellness?	2	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?	2	2	☆
FR7	Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?	2	2	☆
FR14	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	☆
FR15	How is the wellness policy made available to the public?	2	2	☆
FR16	Is wellness policy implementation evaluated every three years?	2	2	☆
NES5	Are marketing strategies used to promote healthy food and beverage choices in school?	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	☆

Triennial Assessment Report: Woodbridge Well Sat 3/2024 (4/2025)
District: WOODBRIDGE

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	
PEPA4	How many minutes per week of PE does each grade in elementary school receive?	2	2	
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	2	2	
PEPA13	Is there daily recess for all grades in elementary school?	2	2	
PEPA14	 Do teachers provide regular physical activity breaks for students in the classroom?	2	2	
PEPA18	Do teachers ever use physical activity as a punishment?	2	2	
PEPA19	Do teachers ever withhold physical activity as a classroom management tool?	2	2	
IC1	Is there an active district-level wellness committee?	2	2	
IC2	Is there an active school-level wellness committee?	2	2	

Create Practice Implementation Plan

Beecher has very strong Polycys on Nutrition Education, promoting healthy eating, and providing adequate time for physical breaks.

Triennial Assessment Report: Woodbridge Well Sat 3/2024 (4/2025)
District: WOODBRIDGE

		Policy Score	Practice Score	
NES3	Does your school or district provide information to families about eligibility for free or reduced-price meals?	2	1	

Update Policies

At the time this was done there was not all written procedures at this time that has been changed and will be reflected in the next assessment.

		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?	1	2	
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?	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	
FR13	Which groups are represented on the district-level wellness committee?	1	2	

Triennial Assessment Report: Woodbridge Well Sat 3/2024 (4/2025)
District: WOODBRIDGE

FR17	What is included in the triennial assessment report to the public?	1	2	
FR18	Has the wellness policy been revised based on the previous triennial assessment?	1	2	
NES2	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	1	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	
NES7	 In your district, is it a priority to procure locally produced foods for school meals?	0	2	
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	2	
NES13	Do teachers or school staff give students food as a reward?	1	2	
NES14	Do students have consistent and easy access to free drinking water throughout the school day?	1	2	
NE1	Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?	1	2	
NE5	Is nutrition education integrated into other subjects beyond health education?	1	2	

Triennial Assessment Report: Woodbridge Well Sat 3/2024 (4/2025)
District: WOODBRIDGE

NE6	Do school nutrition services staff members use the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?	1	2	
NE7	 Does nutrition education address agriculture and the food system?	1	2	
PEPA3	How does your physical education program promote a physically active lifestyle?	1	2	
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	1	2	
PEPA9	What percentage of students do you estimate do not take PE each year due to exemptions?	1	2	
PEPA10	What percentage of students do you estimate do not take PE each year due to substitutions?	1	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?	1	2	
PEPA15	Does the district have "joint-use" or "shared-use" agreements?	1	2	
PEPA16	What proportion of students walk or bike to school?	0	2	
PEPA17	 Are teachers encouraged to use physical activity as a reward for students?	0	2	

Opportunities for Growth

Triennial Assessment Report: Woodbridge Well Sat 3/2024 (4/2025)

District: WOODBRIDGE

Beecher will continue to monitor the local and federal requirements and try to stay ahead of the curve when reviewing the wellness policy.

		Policy Score	Practice Score	
FR11	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	1	1	
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)?	1	1	
NE2	Do all elementary school students receive sequential and comprehensive nutrition education?	1	1	
EW1	 Are there strategies used by the school to support employee wellness?	1	1	
EW2	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	1	1	

Conclusion

Overall Beecher has a wonderful Wellness plan that is put in place in the cafeteria, classroom and beyond. Students are encouraged and taught to make healthy choices at school. The hope is the choices can be reinforced in the community as the students grow.

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

Triennial Assessment Report: Woodbridge Well Sat 3/2024 (4/2025)

District: WOODBRIDGE



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: Woodbridge Well Sat 3/2024 (4/2025)

District: WOODBRIDGE

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

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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
Section 5: WPM1: Encourages staff to model healthy eating and physical activity behaviors. (Rating below a 2)	Provide wellness activities prior to professional development. Continue to provide healthy options (fruit, yogurt, granola) at professional development days or as treats throughout the year. Whole School Walks will occur throughout the year, staff included as well as students. Field Day – staff participation encouraged. Green Team encourages the use of water bottles.
Section 6: IEC7: Addresses a plan for updating policy based on results of the triennial assessment. (Rating below a 2)	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.
Section 1: NE7: Links nutrition education with the school food environment.	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

	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.

Section 6: IEC2: Which groups are represented on the district level wellness committee? IEC5: How does the committee assess implementation of the wellness policy? IEC6: What is included in the triennial assessment report to the public. IEC7: Has the wellness policy been revised based on triennial assessment? IEC8: Is there an active school wellness committee?	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. Wellness committee to include members as outlined by Board of Education Policy 6142.101 Wellness committee agendas to include, as a standing item, a review of implementation of the policy. Wellness Committee to attend BOE Policy Committee to discuss revision of District Wellness policy.
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?)	Monthly menus will continue to be sent out to families with facts, tips and resources provided. 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.
Wellness/Mindfulness for students	Utilize WBRS News to share wellness tips, mindfulness activities or other ways to support and encourage healthy eating and physical activity. Create a monthly wellness activity for staff to engage in (ie Coffee and Creativity). Provide opportunities for staff to

	engage in wellness activities prior to full day professional development.
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