



# THE TRIENNIAL ASSESSMENT TEMPLATE FOR LOCAL EDUCATIONAL AGENCIES

Presented by the California Local School  
Wellness Policy Collaborative



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# Introduction

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## Introduction to Triennial Assessments

According to the USDA Final Rule, Local Educational Agencies (LEAs) must conduct a comprehensive assessment of the Local School Wellness Policy (LSWP) a minimum of once every three years, beginning no later than June 30, 2021. The Triennial Assessment requires LEAs to assess compliance with their LSWP and to make this assessment available to the public. The Triennial Assessment is comprised of four components:

1. [Comparison to a model LSWP](#)
2. [Extent of compliance for all schools with the District LSWP](#)
3. [Progress made in attaining the goals of the wellness policy](#)
4. [Triennial Assessment report to the public](#)

## Introduction to the Template

The California LSWP (CA LSWP) Collaborative, in collaboration with the California Department of Education (CDE) developed this template to assist LEAs with conducting the required Triennial Assessment. LEAs are strongly encouraged, but not required, to use this template when conducting Triennial Assessments. To align closely with the Final Rule Requirements, the Triennial Assessment Template includes four sections—one for each component. **For more information on the Final Rule Requirements, please refer to [Appendix A](#).**

# Component #1: Comparison to Model LSWP

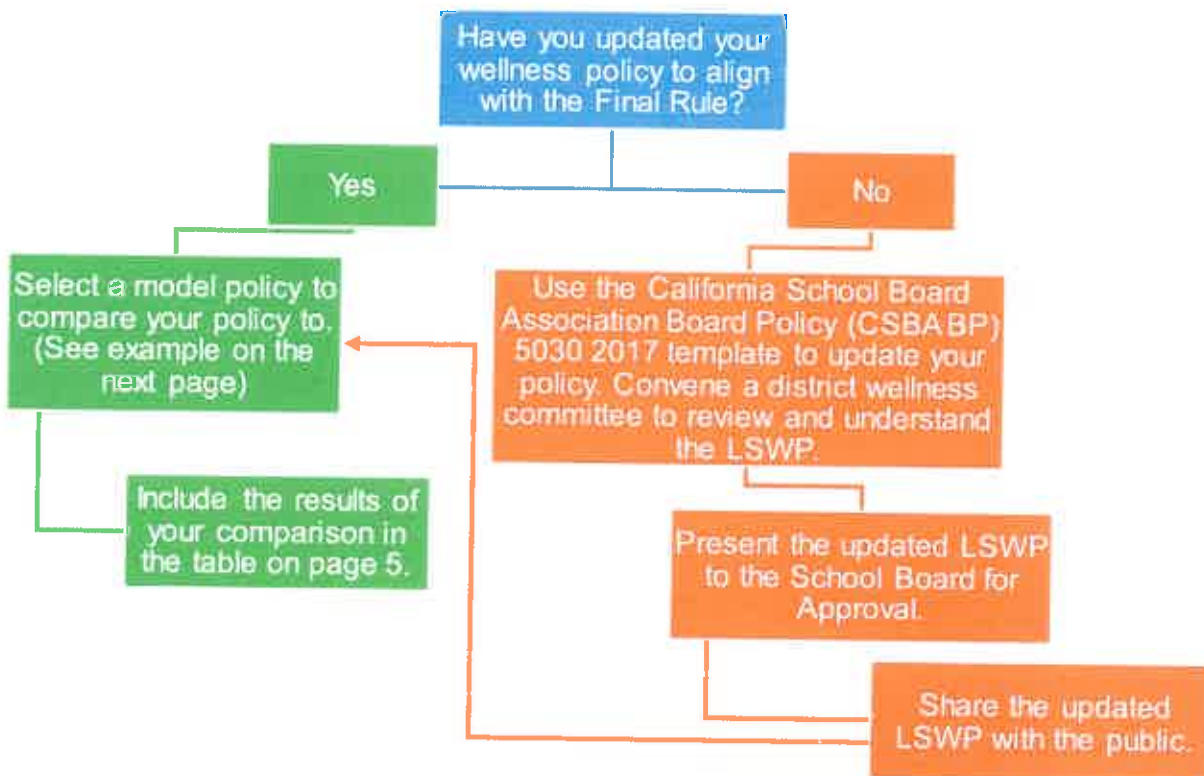
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## Introduction

The first step LEAs must take in conducting their Triennial Assessment is to compare their written LSWP to a model policy. The purpose of comparing a LEA's school wellness policy to a model policy is to identify areas of strength, opportunities for improvement, and to identify where LEAs could adopt language to make their wellness policy stronger. This is a useful exercise for school wellness committees to complete together, if possible.

## Before you Begin

Before LEAs begin completing this component, they should make sure their LSWP is up-to-date and conforms to the [USDA Final Rule Requirements of 2017](#). LEAs should use the flowchart below to determine their first step in completing their wellness policy comparison.



## Complete your Comparison

There are a variety of model wellness policies available for districts to use when completing their comparison. The CA LSWP Collaborative has outlined a few of the most common tools below, including:

- [The Alliance for a Healthier Generation \(AHG\) Model Policy](#)
- [The WellSAT 3.0 School Assessment Tool](#)
- [California School Board Association \(CSBA\) BP 5030](#)

The CA LSWP has also created comparison tool templates for each of these model wellness policies. The comparison tools make the process of comparing your School Wellness Policy to a model policy simple and streamlined. **You can find links to the comparison tools at the bottom of each model policy's section.**

### **Alliance for a Healthier Generation Model Wellness Policy**

The [Alliance for a Healthier Generation \(AHG\) Model Wellness Policy](#) includes language that meets the minimum federal standards for LSWP implementation under the Healthy, Hunger-Free Kids Act of 2010. The AHG's Healthy Schools Program Framework sets higher standards for schools and represents best practices in school nutrition and physical activity, as well as health education (HE) and physical education (PE).

#### **Pros of the AHG Model Wellness Policy:**

- Exceeds minimum requirements for the Final Rule
- Includes Whole School, Whole Community, Whole Child (WSCC) language with a focus on:
  - Social Emotional Learning
  - Health Services
  - Employee Wellness
  - Family Engagement/Community Involvement

#### **Cons of the AHG Model Wellness Policy:**

- Does not include some California-specific requirements for Smart Snack Standards

**[Download the \(Link\) AHG Comparison tool \(XLS\) \(Link\) to compare your policy language](#)**

### **WellSAT 3.0 Model Wellness Policy**

The [WellSAT 3.0 Wellness School Assessment Tool](#) allows districts to assess their policy language strength and comprehensiveness by allocating a score for each topic within required components. The tool also provides sample language to consider incorporating into the policy that could assist with increasing the overall score.

#### **Pros of the WellSAT 3.0:**

- Exceeds the minimum requirements for the Final Rule
- Uses a scoring system, making it easy to set goals for strengthening language
- Includes sample language to improve score and strengthen wellness policy

#### **Cons of the WellSAT 3.0:**

- Does not include language on the WSSC model

[Download the \(Link\) WellSAT 3.0 Comparison tool \(XLS\) \(Link\) to compare your policy language](#)

### **California School Board Association Board Policy 5030**

[California School Board Association Board Policy 5030 \(CSBA BP 5030\)](#) is a template wellness policy created by the CSBA. Many districts used this template to create their current School Wellness Policy.

#### **Pros of CSBA BP 5030**

- Meets the minimum requirements for the Final Rule

#### **Cons of CSBA BP 5030:**

- Does not exceed minimum requirements
- Does not include language on the WSSC Model
- If you used CSBA BP 5030 to create your school wellness policy, your comparison will not show opportunities to strengthen language

[Download the \(Link\) CSBA BP 5030 Comparison tool \(XLS\) \(Link\) to compare your policy language](#)

## **Document your Comparison**

After completing the comparison of your LSWP to a model LSWP, complete the Model School Wellness Policy Comparison Results in the template on the next page to document your comparison. A **sample Model Wellness Policy Comparison Results table** can be found in [Appendix B](#).

## Model Wellness Policy Comparison Results Template

| Component  | Description   |
|--|---|
| <b>Tool used for Model LSWP Comparison:</b>  |   |
| <b>Areas of Strength:</b>  | 1.  |
|  | 2.  |
|  | 3.  |
| <b>Opportunities for Improvement</b>   | 1.  |
|  | 2.  |
|  | 3.  |
| <b>As a result of the comparison, was new language adopted in the LSWP?</b>                          | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| <b>If yes, briefly describe what was adopted (include page numbers for new language if possible)</b> |   |
| <b>Describe next steps for strengthening your LSWP</b>   |   |

# Component #2: Extent of Compliance for All Schools with the LSWP

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## Introduction

The second component of the Triennial Assessment is identifying the extent to which schools within your district are compliant with the LSWP as it is written. The purpose of this is to determine whether schools within the district are following the LSWP. This helps districts identify where to provide additional support to reach the requirements included in the LSWP.

## Before you Begin

To assess the extent of compliance for schools within your district, examine your LSWP as it is written, to ensure you understand the details of the policy. Identify key stakeholders from each school site to assist you, and work together to determine the best approach for conducting your assessment.

## Complete your Assessment

Every school and district wellness policy will look different, so it is up to the LSWP committee to determine the best approach for assessing school compliance. However, the examples listed below are common methods of assessment.

### Survey

Create a survey to send to key school stakeholders to assess compliance. Include language from your LSWP as part of the assessment. For example, if you have specific language in your policy regarding competitive food standards, consider including a question in your survey asking school principals whether the competitive food standards are being followed in the classrooms on their campus.

### Assessment Tool

Use an existing assessment tool to assess compliance. The LSWP collaborative recommends using one of the following:

- [AHG Healthy Schools Program Assessment Guide](#)
- [The School Health Index](#)
- [Action for Healthy Kids School Health Index](#)
- [The Site Level Assessment Questionnaire](#)- *for schools working with SNAP-Ed local implementing agencies.*

### **Key Informant Interviews**

Conduct interviews with key stakeholders at school sites to assess compliance. Similar to the survey option, try using language directly from your LSWP to form your questions.

### **School Site Wellness Committee Reports**

Some districts have school site wellness committees. These are often comprised of key school stakeholders. Work with these committees to assess compliance within their respective school sites.

### **Document your Assessment of School Compliance**

Use the table on the next page to document the extent to which schools within your district are in compliance with your LSWP. **A sample completed table is provided in [Appendix C.](#)**

## Extent of Compliance for All Schools with the LSWP Template

| Policy Area<br>(Write the requirements included in your LSWP in the column below) | Not Met<br>(Number of Schools) | Partial Compliance<br>(Number of Schools) | Full Compliance<br>(Number of Schools) |
|---|--------------------------------|---|--|
| <b>Nutrition Education Requirements(s)</b>  |                                |   |  |
| <b>Nutrition Promotion Requirements(s)</b>  |                                |   |  |
| <b>Physical Activity Requirement(s)</b>   |                                |   |  |
| <b>Other Student Wellness Requirements(s)</b>                                     |                                |   |  |
| <b>Federal/State Meal Standards</b>   |                                |   |  |
| <b>Foods Offered but Not Sold Standards</b>                                       |                                |   |  |
| <b>Food and Beverage Marketing</b>  |                                |   |  |

| District LSWP Components    | For the components below, indicate whether the district is in compliance. |
|-----------------------------|---|
| <b>Public Involvement</b>   | <input type="checkbox"/> Yes  |
|                             | <input type="checkbox"/> No   |
| <b>Public Notification</b>  | <input type="checkbox"/> Yes  |
|                             | <input type="checkbox"/> No   |
| <b>Triennial Assessment</b> | <input type="checkbox"/> Yes  |
|                             | <input type="checkbox"/> No   |

# Component #3: Progress Made in Reaching LSWP Goals

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## Introduction

The third component of the Triennial Assessment is to assess and document progress made in reaching the goals outlined in your LSWP. The purpose of assessing and documenting your progress is to demonstrate that your LSWP is being implemented. This is an important step in ensuring your policy is moving from paper to practice.

The Final Rule requires LEAs to provide a “description of the plan for measuring LSWP implementation”. To meet this requirement, LEAs are encouraged to develop an action plan for implementing their LSWP.

## Monitor your Progress

Multiple tools exist to assess progress in achieving your LSWP goals. You can use any tool to assess the extent to which your district is compliant with your LSWP. The CA LSWP Collaborative recommends using one of the following tools:

- [District Action Plan](#)
- [AHG Healthy Schools Program Assessment Guide](#)
- [The School Health Index](#)
- [Action for Healthy Kids School Health Index](#)
- [The Site Level Assessment Questionnaire](#) - *for schools working with SNAP-Ed local implementing agencies.*

## Document Progress Made in Reaching your LSWP Goals

After completing your assessment, complete the Progress Made in Reaching LSWP Goals Results Table on the next page to document your progress. A sample completed Progress in Reaching LSWP Goals is provided in [Appendix E](#).

## Progress in Reaching LSWP Goals Template

| <b>Goal</b><br>As defined by your<br>LSWP  | <b>Was the<br/>                     Goal Met?</b><br>Yes/<br>Partially/<br>No | <b>What Was<br/>                     Achieved?</b><br>Describe how you<br>achieved this goal | <b>Documentation</b><br>Share documents (as<br>links or<br>attachments) used to<br>measure LSWP<br>implementation |
|--|---|--|---|
| <b>Nutrition<br/>                     Education Goal(s)</b>                          |   |  |   |
| <b>Nutrition<br/>                     Promotion Goal(s)</b>                          |   |  |   |
| <b>Physical Activity<br/>                     Goal(s)</b>                            |   |  |   |
| <b>Other student<br/>                     wellness Goal(s)</b>                       |   |  |   |
| <b>Additional Goal(s)</b><br><i>Add more rows as<br/>                     needed</i> |   |  |   |
|  |   |  |   |
|  |   |  |   |
|  |   |  |   |

# Component #4: Triennial Assessment Report to the Public

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## Introduction

Once you have completed your Triennial Assessment, the final step is to share your results with the public. The purpose of this step is to ensure the school community is aware of the LSWP work. It is also a great opportunity to recruit new LSWP Committee Members. LEAs are not required to submit the report with CDE but should keep the report on file in their records.

## Methods for Sharing your Results with the Public

You can use a variety of methods to share your report with the public including presentations, newsletters, and social media. It is up to you to determine how best to share this information. Complete the table below to indicate how and when you shared your results with the public:

## TEA Report to the Public Template

| Target Audience(s) | Method | Date |
|--------------------|--------|------|
|                    |        |      |
|                    |        |      |
|                    |        |      |

*For a sample Sharing Results with the Public table, refer to [Appendix F](#).*

## LSWP Report Template

Use the template in [Appendix G](#) to create a one-page report of your LSWP work to share with the public. This template was adapted from the Arizona Department of Education.

## Appendix A: Final Rule Requirements

The table below outlines the LSWP requirements with clarifying information. LEAs should review this information prior to conducting their Triennial Assessment.

**At a minimum, LSWP must include specific goals in the areas below. Districts are required to review and consider evidence-based strategies in determining these goals:**

- Nutrition education and promotion
- Physical activity
- Other school-based activities that promote student wellness

| Category   | Requirement   |
|--|---|
| <p><b>Standards and Guidelines for All Foods and Beverages Sold to Students on School Campus during the School Day</b></p> | <ul style="list-style-type: none"> <li>• Current meal program requirements               <ul style="list-style-type: none"> <li>○ Requirements must be consistent with the federal meal standards for the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and/or other federal nutrition programs available at school.</li> </ul> </li> <li>• Current competitive food and beverage standards*               <ul style="list-style-type: none"> <li>○ Federal competitive food and beverage standards are known as Smart Snacks in Schools. *NOTE: California competitive food and beverage standards are slightly different than Smart Snacks. Refer to the <b>CDE Competitive Food Quick Reference Guide web page</b> available at <a href="https://www.cde.ca.gov/ls/nu/he/compfoods.asp">https://www.cde.ca.gov/ls/nu/he/compfoods.asp</a></li> </ul> </li> <li>• Food and beverage marketing/advertising               <ul style="list-style-type: none"> <li>○ Marketing is defined as advertising and other promotions in schools.</li> <li>○ School marketing of food and beverage items must meet the competitive food and beverage standards.</li> <li>○ Marketing policies must apply to products on the exterior of vending machines, posters, menu boards, coolers, trash cans, and other food service equipment, as well as cups used for beverage dispensing. Immediate replacement of such items is not required. However, as districts review new contracts and consider replacing durable equipment, decisions should reflect the applicable marketing guidelines established in the LSWP.</li> </ul> </li> </ul> |
| <p><b>Standards for all foods and beverages provided, but not sold, to students during the school day</b></p>              | <ul style="list-style-type: none"> <li>• The district has discretion in establishing food and beverage standards for items offered but not sold to students on the school campus during the school day. Districts need to have a policy in place that addresses food and beverage items provided in school, but not made available for sale.</li> </ul>   |

| Category   | Requirement   |
|--|---|
| <b>The position(s) of the person(s) responsible for the implementation and oversight</b>   | <ul style="list-style-type: none"> <li>• Methods could include posting the information on the district web page or mailing letters to families. Districts have discretion designating the responsible person(s) for leadership. The U. S. Department of Agriculture (USDA) recommends that the contact information, such as phone numbers or e-mails, also be included in the public disclosure, but is not required.</li> </ul>  |
| <b>A plan for public involvement in the LSWP</b>   | <ul style="list-style-type: none"> <li>• Districts are required to involve, inform, and update the public about the content and implementation of the local school wellness policy.</li> <li>• Districts must allow stakeholders to participate in the development, implementation, and periodic review and update of the LSWP.</li> <li>• Stakeholders may include, but are not limited to parents, students, school food authority representatives, P.E. teachers, school health professionals, Supplemental Nutrition Assistance Program Education (SNAP–ED) coordinators or educators, the school board, school administrators, and the general public.</li> <li>• Districts must include a plan for involving the required stakeholders in the written LSWP.</li> <li>• Districts must notify households on an annual basis of the availability of the LSWP and provide information that would enable interested households to obtain additional details. The FR provides districts flexibility to determine the most effective method of providing this notification within their communities.</li> </ul> |
| <b>Description of the plan for measuring LSWP implementation, and for public reporting of LSWP content and implementation activities. This includes the Triennial Assessment</b> | <ul style="list-style-type: none"> <li>• Districts are required to: <ul style="list-style-type: none"> <li>○ Assess compliance with their LSWP within three years of their update and to make this assessment available to the public. The assessment must include, at a minimum, compliance with the LSWP, how the LSWP compares to model LSWPs, and progress made in attaining the goals of the LSWP.</li> <li>○ Annually report on each of its schools' progress toward meeting the local school wellness policy goals over the previous school year.</li> <li>○ Make appropriate updates or modifications to the local school wellness policies based on the triennial assessments and annual reports.</li> </ul> </li> </ul>   |
| <b>All LSWPs must include the USDA non-discrimination.</b>   | <p>The short statement- "This institution is an equal opportunity provider."- can be used for web postings and shorter documents.</p> <p>The full statement must appear at the end of the full LSWP, which can be found at: <a href="http://www.cde.ca.gov/ls/nu/cr.1">http://www.cde.ca.gov/ls/nu/cr.1</a></p>   |

## Appendix B: Model Wellness Policy Comparison Sample

| Component  | Description   |
|--|---|
| <b>Tool used for Model LSWP Comparison:</b>  | Alliance for a Healthier Generation Model Wellness Policy   |
| <b>Areas of Strength:</b>  | <ol style="list-style-type: none"> <li>1. Compliance with National School Lunch Program and School Breakfast program nutrition standards.</li> <li>2. Teachers and other staff are provided with training on nutrition and physical education.</li> <li>3. The district and all schools will promote healthy food and beverage choices for all students across the school campus during the school day and will encourage participation in school meal programs.</li> </ol> |
| <b>Opportunities for Improvement</b>   | <ol style="list-style-type: none"> <li>1. Competitive foods and beverages must align with California-specific Smart Snack Standards.</li> <li>2. Social-Emotional Climate should be more specifically addressed in the LSWP.</li> <li>3. Classroom physical activity integration into planned academic instruction to reinforce academic concepts and to reinforce skills learned in physical education (PE).</li> </ol>  |
| <b>As a result of the comparison, was new language adopted in the School Wellness Policy?</b>        | <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No- New language will be proposed to be adopted by the school board.  |
| <b>If yes, briefly describe what was adopted (include page numbers for new language if possible)</b> | New language has been added, and is awaiting school board approval around the following: <ul style="list-style-type: none"> <li>- Alignment with California Smart Snack Standards (page 6)</li> <li>- Additional goals related to Social Emotional climate (page 11)</li> </ul>   |
| <b>Describe next steps for strengthening your School Wellness Policy</b>                             | <ol style="list-style-type: none"> <li>1. Present updated wellness policy to the School Board for approval.</li> <li>2. Notify the public of the changes made to the LSWP.</li> <li>3. Provide training to school sites on implementing the new wellness policy components.</li> </ol>  |

## Appendix C: Extent of Compliance for All Schools with the LSWP Sample

| Policy Area<br>(Write the requirements included in your LSWP in the column below)   | Not Met<br>(Number of Schools) | Partial<br>Compliance<br>(Number of Schools) | Full<br>Compliance<br>(Number of Schools) |
|---|--------------------------------|--|---|
| <p><b>Nutrition Education/Physical Activity Requirement</b><br/>           Nutrition and physical activity (PA) education are taught using evidence-based curricula that are aligned with the National Health Education Standards and address the essential healthy eating and PA topics.</p>   | 3/12                           | 6/12   | 3/12                                      |
| <p><b>Nutrition Education/Physical Activity Requirement</b><br/>           Teachers and other staff are provided with training on nutrition and PA education.</p>   | 0/12                           | 0/12   | 12/12                                     |
| <p><b>Nutrition Promotion Requirement</b><br/>           The district and all schools will promote healthy food and beverage choices for all students across the school campus during the school day and during the extended school day (including during out of school time/and before and after school) and will encourage participation in school meal programs.</p>   | 1/12                           | 8/12   | 3/12                                      |
| <p><b>Other Student Wellness Requirement(s)</b><br/>           The district is committed to ensuring that the physical health needs of all students are met. The district will support students' physical health by ensuring students have access to highly qualified nurses or other medical professionals in the school setting (with appropriate student to professional ratios) and referrals to and collaboration with community services as needed.</p> | 0/12                           | 0/12   | 12/12                                     |
| <p><b>Federal/State Meal Standards</b><br/>           All schools within the district will participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will provide meals that meet the nutrition standards for school meals as determined by the U.S. Department of Agriculture (USDA).</p>   | 0/12                           | 0/12   | 12/12                                     |

| Policy Area<br>(Write the requirements included in your LSWP in the column below)  | Not Met<br>(Number of<br>Schools) | Partial<br>Compliance<br>(Number of<br>Schools) | Full<br>Compliance<br>(Number of<br>Schools) |
|--|-----------------------------------|---|--|
| <p><b>Foods Offered but Not Sold Standards</b></p> <p>The district will ensure that all foods and beverages sold to students on the school campus during the school day support healthy eating, including those provided outside of the school meal programs. All foods and beverages sold outside of the school meal programs, during the school day will, at a minimum, meet Smart Snacks Standards.</p> | 4/12                              | 6/12  | 2/12   |
| <p><b>Food and Beverage Marketing</b></p> <p>All foods and beverages marketed or promoted to students on the school campus during the school day and during the extended school day (including during out-of-school time/and before and after school) will meet or exceed Smart Snacks Standards</p>   | 6/12                              | 6/12  | 0/12   |

| District- Level Local School Wellness Policy (LSWP) Components  | For the components below, indicate whether the district is in compliance |
|---|--|
| <p><b>Public Involvement</b></p> <p>The district will actively communicate the ways in which representatives of the District Wellness Council, School Wellness Council, and others can participate in the development, implementation and periodic review and update of the LSWP.</p> | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No   |
| <p><b>Public Notification</b></p> <p>The district will actively inform caregivers and the public each year of basic information about the LSWP.</p>   | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No   |
| <p><b>Triennial Assessment</b></p> <ul style="list-style-type: none"> <li>Once every three years, the district will assess the LSWP by completing the following: Comparing district LSWP to a model LSWP</li> </ul>   | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No   |

| District- Level Local School Wellness Policy (LSWP) Components   | For the components below, indicate whether the district is in compliance |
|--|--|
| <ul style="list-style-type: none"> <li>• <b>Assessing the extent of compliance for all schools with the LSWP</b></li> <li>• <b>Assessing the progress made in attaining the goals of the LSWP</b></li> </ul> |  |

## Appendix D: LSWP Action Plan Form

| General Information                     |  | Provide the general information below. |
|---|--|--|
| <b>District Name:</b>                   |  |  |
| <b>School Name<br/>(if applicable):</b> |  |  |
| <b>Wellness Team<br/>Members:</b>       |  |  |

| Assessment Information   |    | Provide the assessment below. |
|--|----|-------------------------------|
| <b>Name of the Assessment<br/>Tool:</b>  |    |                               |
| <b>Date Completed:</b>   |    |                               |
| <b>Score:</b>  |    |                               |
| <b>Areas of Strength:</b><br>Highlight areas where the school<br>scored well   | 1. |                               |
|  | 2. |                               |
|  | 3. |                               |
| <b>Areas of Opportunity:</b><br>Discuss the areas with lower<br>and why they might not be meeting the<br>criteria                    | 1. |                               |
|  | 2. |                               |
|  | 3. |                               |
| <b>School/District Priorities:</b><br>Identify the "low-hanging fruit".<br>Capacity, stakeholder support, interest,<br>and momentum. | 1. |                               |
|  | 2. |                               |
|  | 3. |                               |

| Final Rule Requirement   | Goal<br>What do we want to accomplish?                               | Action Steps<br>What activities need to happen?   | Lead Person(s)   | Timeline<br>Start dates                          | Measurement<br>How is progress measured?   | Stakeholders<br>Who will be involved and/or impacted? |
|--|--|---|--|--|--|---|
| <p><b>Example:</b><br/> <b>Standards for all foods and beverages provided, but not sold, to students during the school day</b></p> | <p>Food and beverages will not be used as a reward for students.</p> | <p>1a. Provide teachers with list of non-food reward examples.<br/> 1b. Discuss changes at back-to-school staff training.<br/> 1c. Follow-up mid-year to discuss challenges and determine additional communication needed.<br/> 1d. Develop communication to families regarding the nutrition standards</p> | <p>1a. Cal Fresh Healthy Living (CFHL) to develop, Food Service Director (FSD) to disseminate<br/> 1b. FSD<br/> 1c. CFHL staff<br/> 1d. CFHL staff</p> | <p>Before the beginning of next school year.</p> | <ul style="list-style-type: none"> <li>- Verbal check-ins with staff to ensure compliance.</li> <li>- Teacher survey at end of school year.</li> <li>- The Site-level Assessment Questionnaire (SLAQ)</li> </ul> | <p>FSD, principals, teachers, staff, students</p>     |
|  |  |   |  |  |  |   |
|  |  |   |  |  |  |   |

## Appendix E: Progress in Reaching LSWP Goals Sample

| Goal<br>As defined by your LSWP   | Was the<br>Goal Met?<br>Yes/<br>Partially/<br>No | What Was Achieved?<br>Describe how you achieved this goal   | Documentation<br>Share documents (as links or<br>attachments) used to measure<br>LSWP implementation |
|---|--|---|--|
| <p><b>Nutrition Education and Physical Activity Goal</b><br/>Nutrition and physical activity (PA) education are taught using evidence-based curricula that are aligned with the National Health Education Standards and address the essential healthy eating and PA topics.</p>   | Partially  | <p>The district adopted evidence-based curriculum for nutrition and PA education that is aligned with National Health Education standards for grades K-6. The district has not yet adopted curriculum for all grade levels.</p> <p>75% of K-6<sup>th</sup> grade teachers indicated they implemented lessons from the approved curriculum list.</p> | <p>Attachment 1: list of approved curricula</p> <p>Attachment 2: Teacher survey results</p>          |
| <p><b>Nutrition Promotion Goal</b><br/>The district and all schools will promote healthy food and beverage choices for all students across the school campus during the school day and during the extended school day (including during out of school time/and before and after school) and will encourage participation in school meal programs.</p> | Yes  | <p>District distributes healthy food and beverage promotional materials on an annual basis to all schools.</p> <p>School newsletters include healthy eating and active living messages each month.</p> <p>All schools promote school meal participation through morning announcements.</p>  | <p>Attachment 3: Images of promotional materials</p> <p>Attachment 4: Sample school news letter</p>  |
| <p><b>Other Student Wellness Goal</b><br/>The district is committed to ensuring that the physical health needs of all students are met. The district will support students' physical health by ensuring</p>   | Yes  | <p>All school sites have access to highlight qualified medical professionals. Each school site has a medical professional on campus at least one day per week.</p>  | <p>Attachment 5: Summary of services provided to students through school health services.</p>        |

| <b>Goal</b><br><b>As defined by your LSWP</b>   | <b>Was the Goal Met?</b><br><b>Yes/</b><br><b>Partially/</b><br><b>No</b> | <b>What Was Achieved?</b><br><b>Describe how you achieved this goal</b> | <b>Documentation</b><br><b>Share documents (as links or attachments) used to measure LSWP implementation</b> |
|---|---|---|--|
| <b>students have access to highly qualified nurses or other medical professionals in the school setting (with appropriate student to professional ratios) and referrals to and collaboration with community services as needed.</b> |   |   |  |

## Appendix F: Triennial Assessment Report to the Public Sample

| Target Audience(s)                               | Method  | Date      |
|--|---|-----------|
| Parents/Caregivers, teachers, community partners | School Newsletter                                       | 6/30/2021 |
| District School Board                            | Presentation during School Board meeting                | 6/1/2021  |
| Community Partners                               | Presentation during District Wellness Committee meeting | 5/25/2021 |
| Parents/Caregivers                               | Presentation during Open House event                    | 5/25/2021 |



# [Year] Wellness Policy Report [District Name]

[Your district logo here]

## Our Wellness Goals



We met these goals:

✓ [Insert goals that were successfully completed for nutrition promotion, nutrition education, physical activity, and other activities.]



We are still working on these:

\* [Insert goals that were not started/completed for nutrition promotion, nutrition education, physical activity, and other activities.]

### District Wellness Committee

Actively recruiting!

- ✓ Meets [frequency] about school health & safety
- ✓ Led by [name/position]
- ✓ Designates a [district and/or school] official to ensure that schools use the wellness policy

Current members include: [parents, students, teachers, administrators, food services representatives, other school staff, school board members, community partners, the general public, other]



Our District Wellness Policies

📖 [Insert policies for meal standards, competitive foods & drinks, celebrations, rewards, fundraisers, and marketing (with % of schools in compliance)]

Planning, Tracking, & Sharing

🗨️ [Insert activities related to implementation plans, triennial progress assessments, policy revisions & updates, and public notifications]

