Local Wellness Policy Triennial Assessment

Sponsors participating in the National School Lunch Program and/or School Breakfast Program are required to have a local wellness policy for all participating sites under its jurisdiction. At a minimum, the local wellness policy must be assessed once every three years; this is referred to as the triennial assessment. Triennial assessments must determine, for each participating site under its jurisdiction, 1) compliance with the wellness policy, 2) progress made in attaining the goals of the wellness policy, and 3) how the wellness policy compares to model wellness policies. **This documentation should be kept on file with your organization's written local wellness policy for review by an ISBE monitor during your next school nutrition administrative review.**

Sponsor Name: Kyle Povolish, Wellness Coordinator

Site Name: Carbondale Community High School

Date Completed: September 18, 2026

Completed by: Kyle Povolish

Part I: Content Checklist

Below is a list of items that must be addressed in Local Wellness Policies, based on U.S. Department of Agriculture (USDA) and state guidance. Check the box for each item included in your Local Wellness Policy. For any box that is not checked, consider taking steps to add the item(s) to the policy in the future. For more information, see ISBE's Local Wellness Policy Content Checklist.

☒Goals for Nutrition Education

☒Goals for Nutrition Promotion

☒Goals for Physical Activity

☒Goals for Other School-Based Wellness Activities

☒Unused Food Sharing Plan

☒Nutrition Standards for School Meals

☒Nutrition Standards for Competitive Foods

☒Standards for All Foods/Beverages Provided, but Not Sold

☒Food & Beverage Marketing

☒Wellness Leadership

☒Public Involvement

☒Triennial Assessments

☒Reporting

Part II: Goal Assessment

Per USDA regulations, the triennial assessment must determine compliance with and progress made in attaining the goals of the wellness policy. Input the goals of your local wellness policy into the table below for the corresponding areas: Nutrition Education, Nutrition Promotion, Physical Activity, and Other School-Based Wellness Activities. Indicate if the site is meeting, partially meeting, or not meeting each goal listed. Include any next steps in attaining the goal(s), if applicable. Table rows may be added for additional goals.

Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)
Nutrition Education				
1. Receive nutrition education instruction as part of a sequential program that is coordinated within a comprehensive health education curriculum. The course curriculum will:	**X**			
a. Include a Nutrition Unit of approximately 2.5 weeks	**X**			
b. Be consistent with Illinois State Learning Standards for Health and Physical Education.	**X**			
c. Be integrated into the standards-based lesson plans of other school subjects like math, science, language arts, physical education, and social sciences.	**X**			
d. Provide lessons on helping children acquire skills for reading food labels and menu planning	**X**			

e. Provide lessons on helping students differentiate between nutrient-dense and calorie-dense food choices within each of the 6 basic macronutrients.	**X**			
f. Provide students with the knowledge and skills necessary to use their knowledge of nutrition to promote health.	**X**			
g. The school environment is aligned with healthy school goals to positively influence students' understanding, beliefs, and habits relating to good nutrition.	**X**			
h. Include enjoyable, interactive lessons and activities such as contests, promotions, taste testing, field trips, and community service learning as part of promoting nutrition education.	**X**			
Classroom Teachers receive professional development in the areas of health education.	**X**			
Goals	**Meeting**	**Partially Meeting**	**Not Meeting**	**Next Steps (If Applicable)**
Nutrition Standards				
Milk options available to students will include low-fat and skim milk with a variety of flavors depending on availability.	**X**			

Salads will be offered daily to students and include options for low-fat salad dressings.	**X**			
Water fountains and water filling stations are available near the cafeteria	**X**			
Morning bus routes shall arrive early to allow students time to eat breakfast before classes begin.	**X**			
Lunch is divided into 30 minutes sections allowing time for students to get through the line with at least 20 minutes of seat time to eat.	**X**			
Privacy of students receiving free or reduced meals shall be protected by encouraging all students to enter their I.D. number. Parents of students who do not receive free and reduced lunch are encouraged to add money to their accounts online through Infinite Campus	**X**			
Food Service staff shall make efforts to privately contact students and families who have unpaid balances and assess whether they are eligible for free/reduced meals	**X**			
Information regarding free and reduced meals is provided during student registration and on the online Infinite Campus Parent portal.	**X**			
Food Service staff will purchase food such as ground beef from local farmers when available.	**X**			

All food service personnel shall have adequate pre-service training and regularly participate in professional development activities that: (specific examples are listed in the policy)	**X**			
Food providers shall work with suppliers to obtain foods and beverages that meet the nutrition requirements of school meals and nutrition standards and the Smart Snack guidelines for those sold individually, in the vending machines, and al a carte.	**X**			
Vending machines available to students will include low-fat and healthy options for purchase. Dialogue with the vending supplier will be ongoing to ensure these choices are available.	**X**			
Soda vending will be less than 50% carbonated choices.	**X**			
Drinking water fountains and bottle-filling stations will be available to students and staff throughout the school building.	**X**			
Food suppliers will be given the USDA Smart Snack guide attached in Appendix C	**X**			
School personnel shall be encouraged to use nonfood incentives or rewards with students and shall not withhold food from students as punishment	**X**			
Students, parents, school staff, and community members bringing foods and beverages to school for parties/celebrations/meetings shall be encouraged to provide healthful options and shall be provided with a list of recommended food and beverage options (Attachment B)	**X**			

Various non-food item rewards are offered to students meeting the district's strategic planning goals throughout the year. Many of these rewards promote physical activity opportunities for students as well. These rewards include: ○ Terrier Fest/Inflatables/Games and Sports ○ Gift cards ○ Relay competitions and team-building games Bonus/Exemptions from final exams.	**X**			
○				

Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)
Nutrition Promotion				
School menus are posted on the School Website	**X**			
School Staff members are encouraged to model healthy eating habits and physical activity behaviors.	**X**			
Schools shall make efforts to promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans and Food Guidance System (MyPyramid) such as fruits, vegetables, low-fat dairy foods, and whole grain products. (Attachment A)	**X**			
A variety of foods including fruits and vegetables, low-fat dairy, and whole grain options will be promoted and served to students. These choices will be highlighted in the on-line and media menu to share the information with students.	**X**			
Food providers shall offer a variety of age-appropriate, appealing foods, and beverage choices and employ food preparation, purchasing, and meal planning practices	**X**			

consistent with the current Dietary Guidelines for Americans.				
Mrs. Buchheit is the science teacher and FFA/National Agricultural sponsor and works with students in Botany classes to grow and harvest fresh produce that is shared with food service personnel when available.	**X**			
Non-disposable serving trays will be used to serve meals to students and staff as well as the provision of recycling bins for student participation.	**X**			

Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)
Physical Activity				
All 9th graders will take Freshmen P.E.	**X**			
All 10th, 11th, and 12th grade students will be allowed to choose from the following P.E class options. - Adventure P.E. - Personal Fitness - Team Sports - Strength Training - Early Bird Strength Training	**X**			
1. Participate in physical education taught by a credentialed physical education teacher who meets the Illinois State Learning Standards for Physical Education and Health, which promotes activities that build skills for lifelong wellness activities and integrates technology where age-appropriate.	**X**			

Accommodations shall be made for students with disabilities, 504 plans and other limitations.				
2. Participate in physical education that encourages lifelong wellness through a curriculum that integrates technology and provides numerous interactive opportunities to try a variety of activities in a safe environment.	**X**			
3. Participates in fitness assessments that measure their success in achieving milestones for cardiovascular fitness, muscular endurance and flexibility. This will help to increase the use of individualized fitness plans on an ongoing basis.	**X**			
4. Participate in daily physical education that enables them to achieve and maintain a high level of personal fitness.	**X**			
5. Physical education classes will have a student-to-teacher ratio that is comparable to those in other curricular areas.	**X**			
6. Engage in daily activity that is moderate to vigorous during 50% of P.E. class time. This will be periodically evaluated using Plat4m.	**X**			
7. Find physical education class enjoyable, while learning a variety of activities to use at home and options for activities in the community.	**X**			

8. Be required to participate in physical education classes each year unless otherwise qualifying for a P.E. waiver. Waivers shall be discouraged by school counselors unless special circumstances are deemed necessary.	**X**			
Certified Physical Education teacher will: 1. Offered opportunities for annual professional development focused on physical education/physical activity topics specifically for Physical Education Teachers. 2. Continuously evaluate the physical education curriculum to assess needed changes for teachers and students. 3. Continuously evaluate indoor and outdoor facilities where physical education activities are held and provide recommendations for improvements or repairs.	**X**			
The District shall include additional physical activity opportunities, outside of Physical Education class, during the school day through the following: • (refer to the policy for specific list)	**X**			

Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)
Other School-Based Wellness Activities				
Carbondale Community High School shall offer other school-based activities to support student health and wellness, including coordinated events and clubs. The following events shall be organized and promoted each year: (refer to the policy for specific list)	**X**			

Part III: Model Policy Comparison

As part of the triennial assessment, USDA requires sponsors to assess how their wellness policy compares to model wellness policies. Choose **one** of the model wellness policies below to compare against your local wellness policy. Indicate which model policy was chosen and provide a narrative for each prompt below based on the findings.

☐ Alliance for a Healthier Generation's Model Wellness Policy – Local wellness policy created in collaboration with USDA, which exceeds minimum requirements

☒ Rudd Center's WellSAT 3.0 – Wellness assessment tool that asks a series of questions about your local wellness policy and generates a personalized scorecard based on the results. Users will need to create an account to access this tool.

☐ Other: _____

1. What strengths does your current local wellness policy possess?
   The following stakeholders/committee members were consulted during the evaluation process:

   T'Neesha Jefro, Head cook (Nutrition Standards)
   Kyle Povolish, Health/Driver Education Department Chair (Nutrition Education Goals)
   Haley Karayiannis, Physical Education Department Chair (Physical Activity Goals)
   Brandi Jones, Student Activities Director (Fundraising goals)

A key strength of our Wellness Policy remains the active engagement and collaboration of the Wellness Committee. The stakeholders listed above play a vital role in implementing many of the policy's stated goals. Their involvement in the evaluation process helps ensure that the objectives related to nutrition standards, nutrition education, physical activity, and fundraising are not only being met, but are also consistently and systematically upheld each year. Each of the team members above have carefully reviewed the goals pertaining to their specified area and have concluded that we are meeting all corresponding goals stated in our Wellness Policy.

Another strength of our Wellness Policy is our consistently high WellSAT score. According to the WellSAT evaluation tool completed on September 8th, 2026, our school's Wellness Policy received a comprehensiveness score of 98 and a strength score of 85. This is the same score as last year's WellSat evaluation. The comprehensive score measures how many recommended health and wellness topics are included in the written policy. A comprehensive score of 98 is exceptionally high and indicates that our policy covers nearly all ideal wellness components of the categories of nutrition standards, nutrition education, physical education and other wellness initiatives. The strength score measures how strongly those topics are stated. It evaluates the use of firm, mandatory language. A strength score of 85 is also exceptional high and indicates that our policy has clear, firm goals.

2. What improvements could be made to your local wellness policy?

Due to the fact that our WellSAT score is extremely high, there are little opportunities for improvement at this time. However, there are a few small changes that need to made to the policy. To improve community access and involvement, a special notice should be added to the cover page of the policy informing parents and community members of their right to participate in the development, review, updated and implementation of the CCHS District 165 Local Wellness Policy. The note shall also provide the Wellness Coordinators contact information. Additionally, one member of our Wellness Committee has resigned. Her name and contact information should be deleted from the Wellness Committee members page of the policy.

3. List any next steps that can be taken to make the changes discussed above.

The completed Wellness Policy Evaluation document will be submitted to the Superintendent for review. A revised copy of the updated wellness policy will also be included. Each of these documents will need to be updated on the school website to reflect our most current Wellness Policy Evaluation and Updated Wellness Policy.

Triennial Assessment Tracking Form

USDA regulations require sponsors participating in the National School Lunch Program and/or School Breakfast Program to assess their Local Wellness Policy at least once every three years. This is called the "triennial assessment." Use the table below to track completion dates of the triennial assessment and additional details for future reference. Please note, this form is only for tracking purposes and is not considered the triennial assessment. For more information on the triennial assessment, including a triennial assessment template, check out ISBE's Local Wellness Policy webpage.

Date Completed	Assessment Tool Used	Name of Staff Person(s) Completed By	Title of Staff Person(s)	Signature
9/29/24 ☑ Check box if completed within 3 years of your last triennial assessment	☑ ISBE Triennial Assessment Template ☐ CDC's Wellness Policy in Action Tool ☐ Other: WELLSAT 3.O	Kyle Povolish	Wellness Coordinator	
9/23/25 ☑ Check box if completed within 3 years of your last triennial assessment	☑ ISBE Triennial Assessment Template ☐ CDC's Wellness Policy in Action Tool ☐ Other: WELLSAT 3.0	Kyle Povolish	Wellness Coordinator	
9/18/26 ☑ Check box if completed within 3 years of your last triennial assessment	☑ ISBE Triennial Assessment Template ☐ CDC's Wellness Policy in Action Tool ☐ Other: WELLSAT 3.0	Kyle Povolish	Wellness Coordinator	
☐ Check box if completed within 3 years of your last triennial assessment	☐ ISBE Triennial Assessment Template ☐ CDC's Wellness Policy in Action Tool ☐ Other:			
☐ Check box if completed within 3 years of your last triennial assessment	☐ ISBE Triennial Assessment Template ☐ CDC's Wellness Policy in Action Tool ☐ Other:			
☐ Check box if completed within 3 years of your last triennial assessment	☐ ISBE Triennial Assessment Template ☐ CDC's Wellness Policy in Action Tool ☐ Other:			

Clear Form

Illinois State Board of Education, Nutrition Department October 2023