

**Wellness Policy- Triennial Assessment Report
1/28/2022**

Background Information: An assessment of our school wellness policy must be conducted a minimum of once every three years per United States Department of Agriculture (USDA) regulations; however, Sallie B. Howard School may assess their policy more frequently if they wish. Sallie B. Howard School, Child Nutrition Director does review the policy and address updates annually.

Purpose: The annual assessment varies each year based on the needs of our school system. The WellSat 3.0 was completed by the Child Nutrition Director on January 28, 2022, to comply with the triennial assessment and to determine the strength of our wellness policy.

Results: A blank copy of the WellSat 3.0 questions are available at the end of this document. The assessment tool covers the following areas of the wellness policy: Nutrition Education, Standards of USDA Child Nutrition Programs and School Meals, Nutrition Standards for Competitive and Other Foods and Beverages, Physical Education/Physical Activity, and Wellness Promotion/Marketing. Sallie B. Howard School WellSat 3.0 revealed an overall comprehensive score of 88 and a strength score of 59. These scores are based on a scale of 0-100. The WellSat 3.0 revealed that Sallie B. Howard school operates in an average to above average range nationally. Below is the completed copy of our school district scorecard for the WellSat 3.0. Sallie B. Howard School has an active wellness program (actives in gym, dance, recess, and classroom activities) The google form seems to fall in alignment with the completed WellSat 3.0 results.

Your District's Scorecard

Congratulations! You have completed the WellSAT. Check out your scorecard below. It contains details of how you scored on each item and section of the assessment. It also provides resources that will help you improve your district's school wellness policy.



Items with a rating of "0" (item not addressed in the policy) or "1" (general or weak statement addressing the item) can be improved by referring to the resource links next to the items. Multiple resources addressing school wellness policy topics are available online. To avoid duplicative information, we have included a small selection, rather than a comprehensive listing.

Version: 3.0

Policy Name: Sallie B. Howard School






Section 1. Nutrition Education

Rating

NE1	 Includes goals for nutrition education that are designed to promote student wellness.	1
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	0
NE3	All elementary school students receive sequential and comprehensive nutrition education.	1
NE4	All middle school students receive sequential and comprehensive nutrition education.	1
NE5	All high school students receive sequential and comprehensive nutrition education.	2
NE6	Nutrition education is integrated into other subjects beyond health education	1
NE7	Links nutrition education with the school food environment.	0
NE8	 Nutrition education addresses agriculture and the food system.	0
Subtotal for Section 1	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	63
	Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	13





Rating


Section 2. Standards for USDA Child Nutrition Programs and School Meals

SM1	 Assures compliance with USDA nutrition standards for reimbursable school meals.	2
SM2	Addresses access to the USDA School Breakfast Program.	2
SM3	 District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	2
SM6	Specifies strategies to increase participation in school meal programs.	2
SM7	Addresses the amount of "seat time" students have to eat school meals.	2
SM8	 Free drinking water is available during meals.	2
SM9	 Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	2
SM10	 Addresses purchasing local foods for the school meals program.	2
Subtotal for Section 2	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	100
	Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	100

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages


Rating




NS1	 Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.	2
NS2	USDA Smart Snack standards are easily accessed in the policy.	2
NS3	 Regulates food and beverages sold in a la carte.	2
NS5	 Regulates food and beverages sold in school stores.	2
NS6	 Addresses fundraising with food to be consumed during the school day.	2
NS7	Exemptions for infrequent school-sponsored fundraisers.	2

NS8	Addresses foods and beverages containing caffeine at the high school level.	1
NS9	 Regulates food and beverages served at class parties and other school celebrations in elementary schools.	1
NS10	Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming.	2
NS11	Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.	0
NS12	Addresses food not being used as a reward.	0
NS13	Addresses availability of free drinking water throughout the school day.	2
Subtotal for Section 3	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 12 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	83
	Strength Score: Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). Multiply by 100.	67

Section 4. Physical Education and Physical Activity



Rating

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
PEPA3	Physical education promotes a physically active lifestyle.	2
PEPA4	Addresses time per week of physical education instruction for all elementary school students.	2
PEPA5	Addresses time per week of physical education instruction for all middle school students.	1
PEPA6	Addresses time per week of physical education instruction for all high school students.	2
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	2
PEPA8	Addresses providing physical education training for physical education teachers.	2
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.	0
PEPA12	 Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	2
PEPA13	Addresses recess for all elementary school students.	2
PEPA14	 Addresses physical activity breaks during school.	2
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	2
Subtotal for Section 4	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 15 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	93
	Strength Score: Count the number of items rated as "2" and divide this number by 15 (the number of items in this section). Multiply by 100.	73

Section 5. Wellness Promotion and Marketing







Rating

WPM1	Encourages staff to model healthy eating and physical activity behaviors.	1
WPM2	 Addresses strategies to support employee wellness.	0
WPM3	Addresses using physical activity as a reward.	1
WPM4	Addresses physical activity not being used as a punishment.	2
WPM5	Addresses physical activity not being withheld as a punishment.	2
WPM6	Specifies marketing to promote healthy food and beverage choices.	1
WPM7	 Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	2
WPM12	Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education).	1
Subtotal for Section 5	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	88

	<p>Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.</p>	38
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Section 6. Implementation, Evaluation & Communication

Rating

IEC1	Addresses the establishment of an ongoing district wellness committee.	1
IEC2	 Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.	1
IEC3	 Identifies the officials responsible for the implementation and compliance of the local wellness policy.	1
IEC4	 Addresses making the wellness policy available to the public.	2
IEC5	 Addresses the assessment of district implementation of the local wellness policy at least once every three years.	2
IEC6	 Triennial assessment results will be made available to the public and will include:	2
IEC7	 Addresses a plan for updating policy based on results of the triennial assessment.	2
IEC8	Addresses the establishment of an ongoing school building level wellness committee.	2
Subtotal for Section 6	<p>Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."</p>	100
	<p>Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.</p>	63

Overall District Policy Score

<p>Total Comprehensiveness Add the comprehensiveness scores for each of the six sections above and divide this number by 6.</p>	<p>District Score 88</p>
<p>Total Strength Add the strength scores for each of the six sections above and divide this number by 6.</p>	<p>District Score 59</p>



Federal Requirement



Farm to School



CSPAP

[Google Form: Copy of Questionnaire](#)

Wellness Assessment (Local School)

As a wellness committee team, please complete this form for your school. Submit by Jan. 29, 2021

* Required

1. School Name *

2. Please list all wellness committee members and their title (for example: John Smith, pe teacher Beverly Mathis, parent representative Shelby Scott, PTA president/parent Mike Ward, principal Jacob Miller, health teacher) *

3. Nutrition Education is integrated into other subjects beyond health education at our school. *

Mark only one oval.

- Strongly disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly agree (5)

4. Our school offers breakfast Fund lunch to all students? "

^4ad on/y one oval.

Yes (5)

No (1)

5. Our students have al least 2Ci minutes to eat their lunch meal. "

/Uark on/y one oval.

Yes (5)

No (1)

6. I think that all foods and beverages 3sld to students during the school day at our
schaot meet USDA "Smart Snack" standerds. *

/UaJ on/y one ovat.

Strongly dis agree (1)

Disagree (2)

He ulral (3)

Agree (4)

St ionq/y Agree (5)

7. PhysicaJ education in our school is offered to all students. *

tviark only one o 'al.

No (1)

8. Physical education in our school promotes a physically active lifestyle. "

Mark *only one oval*.

Strongly disagree (1)

Disagree (2)

Neutral (3)

Agree (4)

Strongly agree (5)

9. Our school environment encourages staff to model healthy eating and promote physical activity. *

Mark *only one oval*.

Strongly disagree (1)

Disagree (2)

Neutral (3)

Agree (4)

Strongly agree (5)

10. Our school supports our district wellness policy and has adopted it for our own school wellness policy. "

Mark *only one oval*.

No (1)

Thanks for your participation, now submit your answers!!!

11 Comments or questions can be played here:

This content is provided by Google.

USDA's Local Wellness Policy Triennial Assessment Questions & Answers:

- 1. How often must LEAs conduct assessments of schools' compliance with the local school wellness policy?** At a minimum, assessments must be conducted once every three years as described in 7 CFR 210.31(e); this is referred to as the triennial assessment. This assessment is separate from the Administrative Review conducted by the State agency. The local school wellness policy must be updated and in compliance with the final rule by Jan 2025.
- 2. Who is responsible for conducting the assessments?** LEAs must designate at least one LEA or school official(s) as responsible for determining the extent to which each school under their jurisdiction is in compliance with their wellness policies (7 CFR 210.31(e)(1)). In addition to the official(s) identified, other stakeholders must be permitted to be involved in the review process as described in 7 CFR 210.31(d)(1). However, LEAs have discretion in how they implement this requirement since each LEA is best suited to determine the distinctive needs of the community it serves. LEAs are also encouraged to identify a wellness champion at each school that would assist with the implementation and monitoring of the policy at the school level.
- 3. What must be included in the triennial assessment?** The LEA must develop a triennial assessment report that describes the extent to which its schools comply with the local school wellness policy, the extent to which the local policy aligns with model policies, and a description of progress towards attaining policy goals as described in 7 CFR 210.31(e)(2). There is local discretion on the format of the report. This report must be made available to the public (7 CFR 210.31(d)(3)).
- 4. What tools should LEAs use to assess implementation and compliance with the local school wellness policy?** The LEA has the flexibility to develop tools that will assess compliance with the specific components of their local school wellness policy. Some State agencies and partner organizations have developed tools that LEAs can adapt to meet their needs. Example tools can be found at the "School Nutrition Environment and Wellness Resources" website at <https://healthymeals.fns.usda.gov/local-wellness-policy-resources/local-school-wellnesspolicy-process/assessment-needs-assessment>. In addition, the LEA must document when and how they evaluated their policy. For example, an agenda or attendance sheet could be used as documentation that the local school wellness policy was evaluated at a stakeholder meeting.
- 5. How often does the LEA have to update the policy?** USDA does not specify the frequency of updates to the local school wellness policy, as the need to update will vary based on the content and structure of the policy. However, it is recommended that the policy is updated, at a minimum, after conducting the triennial assessments (7 CFR 210.31(e)(3)). LEAs are also required to annually notify the public about the content of the local school wellness policy and any updates to the policy as stated in 7 CFR 210.31(d)(2).
- 6. How should LEAs compare their policies to model policies?** The responsibility for developing a local school wellness policy was placed at the LEA level so that each LEA has the flexibility to customize their own policy based on their own unique circumstances. However, at a minimum, LEAs must compare their policy against model policies during the triennial assessment (7 CFR 210.31(e)(2)(ii)).
- 7. Does the LEA need to do a triennial assessment of all the schools under its jurisdiction, or does each school do its own triennial assessment and report back to the LEA?** The LEA is responsible for ensuring that a triennial assessment of all the schools under its jurisdiction has been conducted. The LEA may conduct the triennial assessment on behalf of each participating school under its jurisdiction or may allow each school to conduct its own assessment. SBH utilized the WellSat 3.0 as well as a google form to meet the USDA guidelines.

Additional Resources:

https://fns-prod.azureedge.net/sites/default/files/resource-files/LWPsummary_finalrule.pdf

<https://www.wellsat.org/upload/docs/WellSAT%203.0%20Scoresheet.pdf>