

AMITY REGIONAL SCHOOL DISTRICT NO. 5

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SCHOOL WELLNESS POLICY TRIENNIAL ASSESSMENT

The U.S. Department of Agriculture's (USDA) Final Rule: Local School Wellness Policy Implementation Under the HHFKA of 2010 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 local school wellness policy (LSWP) at least once every three years.

A LSWP is a written document of official policies that guide a LEA's efforts to establish a school environment that promotes students' health, well-being, and ability to learn by supporting healthy eating and physical activity. The LSWP requirement was established by the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265), and further strengthened by the Healthy, Hunger-Free Kids Act of 2010. These laws require LEAs participating in the NSLP and SBP to develop and implement a LSWP. The responsibility for LSWP development is at the local level to allow each school district and institution to address their unique needs.

Assessment Requirements

The USDA's Final Rule: Local School Wellness Policy Implementation Under the HHFKA of 2010 requires LEAs to complete an assessment of their LSWP at least once every three years. LEAs must complete the first LSWP assessment by June 30, 2022. The LEA's assessment must:

- measure the extent to which the LEA complies with the LSWP;
- describe how the language in the LEA's LSWP compares to the model wellness policy (WellSAT 3.0);
- describe the LEA's progress toward meeting their LSWP goals.

LEAs must make the triennial assessment results available to the public. The Connecticut State Department of Education (CSDE) will review this documentation during the next LEA's Administrative Review.

Amity Regional School District No. 5 used the following resources and worksheets provided by the Connecticut State Department of Education and the UConn Rudd Center to complete the District's triennial assessment process:

- District's LSWP and associated local procedures and regulations
- Wellness School Assessment Tool (WellSAT 3.0): www.wellsat.org
- Wellness School Assessment Tool Interview
- Worksheet 1: Written Policy Scores from WellSAT 3.0
- Worksheet 2: Interview Practice Scores from WellSAT-I
- Worksheet 3: Identify Connections between Policy and Practice
- Worksheet 4: Summary of Findings

Your District's Scorecard

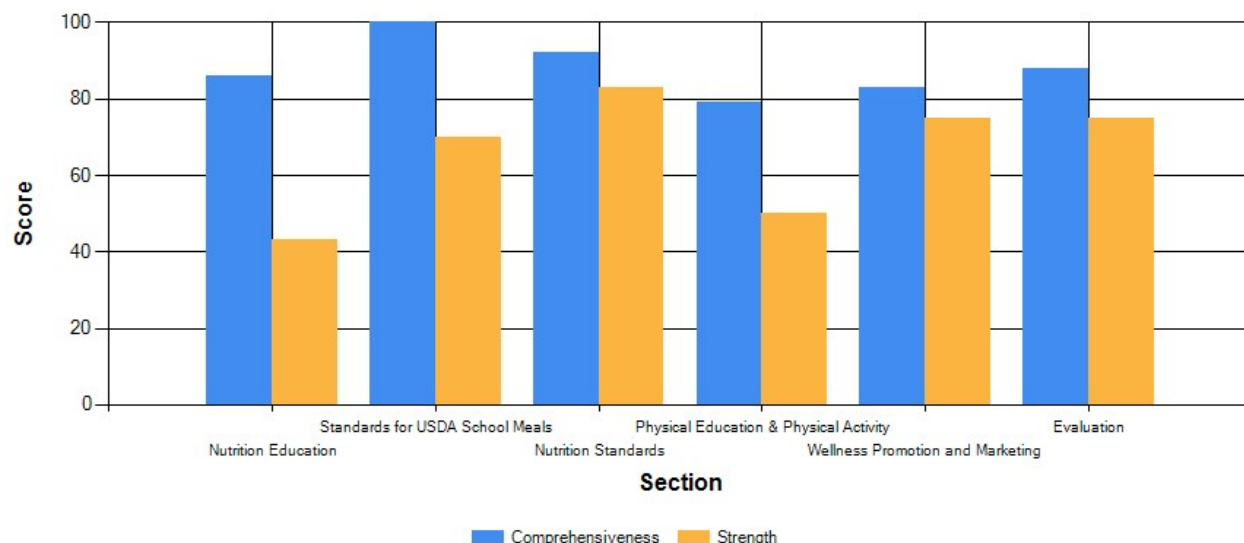
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Congratulations! You have completed the WellSAT. Check out your scorecard below. It contains details of how you scored on each item and section of the assessment. It also provides resources that will help you improve your district's school wellness 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: Amity Regional School District No.5



Section 1. Nutrition Education






Rating

NE1	Includes goals for nutrition education that are designed to promote student wellness.	2
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	2
NE4	All middle school students receive sequential and comprehensive nutrition education.	2
NE5	All high school students receive sequential and comprehensive nutrition education.	1
NE6	Nutrition education is integrated into other subjects beyond health education	1
NE7	Links nutrition education with the school food environment.	1
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 7 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	86
	Strength Score: Count the number of items rated as "2" and divide this number by 7 (the number of items in this section). Multiply by 100.	43

[Click here for Nutrition Education Resources](#)

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




Rating



SM1	 Assures compliance with USDA nutrition standards for reimbursable school meals.	2
SM2	Addresses access to the USDA School Breakfast Program.	1
SM3	 District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	2
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	1
SM5	Specifies how families are provided information about determining eligibility for free/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.	1
Subtotal for Section 2	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 10 (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 10 (the number of items in this section). Multiply by 100.	70

[Click here for School Food Resources](#)

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
NS4	 Regulates food and beverages sold in vending machines.	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.	2
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.	0
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.	2
NS12	Addresses food not being used as a reward.	1
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."	92
	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.	83

[Click here for Nutrition Standards Resources](#)

Section 4. Physical Education and Physical Activity

Rating



PEPA1	 There is a written physical education curriculum for grades K-12.	1
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
PEPA5	Addresses time per week of physical education instruction for all middle school students.	2
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.	2
PEPA10	Addresses physical education substitution for all students.	0
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
PEPA14	 Addresses physical activity breaks during school.	1
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	0
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	0
Subtotal for Section 4	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 14 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	79
	Strength Score: Count the number of items rated as "2" and divide this number by 14 (the number of items in this section). Multiply by 100.	50

[Click here for Resources on Physical Activity in Schools](#)

Section 5. Wellness Promotion and Marketing

Rating

WPM1	Encourages staff to model healthy eating and physical activity behaviors.	2
WPM2	 Addresses strategies to support employee wellness.	2
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.	2
WPM7	 Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	2
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	2
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	2
WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers).	0
WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system).	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).	0
Subtotal for Section 5	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.

75

[Click here for Wellness Promotion and Marketing Resources](#)

Section 6. Implementation, Evaluation & Communication**Rating**

IEC1	Addresses the establishment of an ongoing district wellness committee.	2
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.	2
IEC3	 Identifies the officials responsible for the implementation and compliance of the local wellness policy.	2
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:	1
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.	0
Subtotal for Section 6	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
	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.	75

[Click here for Resources for Wellness Policy Development, Implementation and Evaluation](#)

Overall District Policy Score

Total Comprehensiveness Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	District Score 88
Total Strength Add the strength scores for each of the six sections above and divide this number by 6.	District Score 66



Federal Requirement



Farm to School



CSPAP






Your District's Scorecard





















[Close window](#)

Version: 3.0

Policy Name: Amity Regional School District No.5

		WellSAT 3.0 Score	WellSAT-I Score	
Section 1. Nutrition Education				
NE1	Does the school district have specific goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum?	2	2	★
NE2	How would you describe the nutrition education you provide? Are didactic methods used to increase student knowledge? Are skills-based, behavior focused, and interactive/participatory methods used to develop student skills?	2	2	★
NE3	Do all elementary school students receive sequential and comprehensive nutrition education?	NA	NA	
NE4	Do all middle school students receive sequential and comprehensive nutrition education?	2	2	★
NE5	Do all high school students receive sequential and comprehensive nutrition education?	1	1	📈
NE6	Is nutrition education integrated into other subjects beyond health education? If yes, what are some examples? [Examples include: using nutrition facts labels to learn percentages; using a vegetable garden to learn plant biology.]	1	1	📈
NE7	Is nutrition education linked with the school food environment? If yes, what are some examples? [Examples include: teachers and food service staff collaborate in connecting nutrition education with the foods and beverages that are in school.]	1	0	🍷
NE8	Does nutrition education address agriculture and the food system?	0	0	📈
Section 2. Standards for USDA Child Nutrition Programs and School Meals				
SM1	Have there been parts of the Healthy Hunger-Free Kids Act (HHFKA) regulations for breakfast or lunch that have been challenging to implement? If yes, are there features of the district's meal program that are not yet in compliance?	2	1	🍷
SM2	Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students? [Examples include: breakfast is only offered on testing days; only offered Monday, Wednesday and Friday; only offered in some schools.]	1	2	📋
SM3	How does your school ensure that children who are receiving free/reduced meals cannot be identified? How confident are you that it is not possible for the students to identify those who qualify for free or reduced lunch?	2	2	★
SM4	How does the district handle unpaid balances? Follow up questions to determine if student is stigmatized: How are the student and parents notified? Is the student identified in the cafeteria? Is the student refused a meal, given a different meal, or given the regular meal?	1	2	📋
SM5	How are families provided information about eligibility for free/reduced priced meals? (If district provides universal free meals, score 2)	2	2	★
SM6	Are specific strategies used to increase participation in the school meal programs? If yes, please describe. [Examples include: Smarter Lunchroom strategies; limiting competitive foods; requiring high school students have a scheduled lunch period; taste tests and student input; Grab-and-Go or Breakfast in the Classroom]	2	2	★
SM7	How long are the breakfast (if applicable) and lunch periods? Within that time, how much time do students typically have to sit down and eat their meals.	2	0	🍷
SM8	Is free (i.e., no cost to students) drinking water available to students during meals (i.e., do not include water for sale). Follow up questions can include: Does the cafeteria have water fountains? Are there a sufficient number of working water fountains? Can students take water back to the table or do they need to drink at the fountain? Do students perceive the water and fountains to be clean and safe?	2	2	★
SM9	What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards? (see below).	2	2	★
SM10		1	1	

	Are you familiar with the farm to school program? In your district, is it a priority to procure locally produced foods for school meals and snacks? If yes, what efforts are made to increase local procurement? Are strategies used in the cafeterias to promote them?			
Section 3. Nutrition Standards for Competitive and Other Foods and Beverages				
NS1	Are there any foods that are not part of the school meals (known as competitive foods) that are sold to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2	2	☆
NS2	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? Can you tell me how you do this?	2	2	☆
NS3	Are there competitive foods/beverages sold a la carte in the cafeteria during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2	2	☆
NS4	Are there food or beverage vending machines on school property accessible to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (Optional follow up questions - Who receives the money from the vending machines? Who is responsible for ensuring all items in the vending machines meet Smart Snacks regulations?)	2	2	☆
NS5	Are there food or beverages sold in school stores during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (Optional follow up questions - Who receives the money from the school stores? Who is responsible for ensuring all items for ensuring all items in the school stores meet Smart Snacks regulations?)	2	2	☆
NS6	Are there food or beverage fundraisers that sell items to be consumed during the school day? If yes, who is in charge of approving in-school fundraising activities? How confident are you that the people conducting fundraisers understand Smart Snacks nutrition standards? How confident are you that items sold in fundraisers meet Smart Snacks standards? (Note: Some states have passed regulation permitting exemptions from the federal law prohibiting non-Smart Snack fundraisers during the school day – this is addressed in the next question).	2	2	☆
NS7	(Before asking this question look up the state policy on fundraiser exemptions at the bottom of this page: https://www.ihrp.uic.edu/content/research-products-national-wellness-policy-study . If 0 exemptions, item is n/a). Your state [fill in] has adopted an exemption policy that allows for [fill in] school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks. Are you familiar with this state law?	2	NA	
NS8	Are foods or beverages containing caffeine sold at the high school level?	2	2	☆
NS9	How often do food-based celebrations occur during the school day in elementary schools (e.g., birthday parties, holiday parties)? Does the district have nutrition standards (such as Smart Snacks) that regulate what can be served? How are these regulations communicated? How confident are you that the regulations are followed consistently? If food-based celebrations are not permitted, how confident are you that they do not occur?	NA	NA	
NS10	Are foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming? If yes, does the district have nutrition standards (such as Smart Snacks or CACFP) that regulate what can be served? How are these regulations communicated to the adults running the activities? How confident are you that the regulations are followed consistently?	0	2	
NS11	Addresses nutrition standards for all foods and beverages sold (not served) to students after the school day, including before/after care on school grounds, clubs, and after school programming	2	2	☆
NS12	Do teachers use food as a reward in the classroom for good student behavior (e.g., giving out candy for a right answer; having a pizza party when students finish a unit).	1	2	
NS13	Do students have consistent and easy access to water throughout the school day? If yes, how? Follow up questions: Are students are permitted to carry water bottles with them throughout the school day? Are there water fountains or free water filling stations throughout the school? Is bottled water is for sale during the school day?	2	2	☆
Section 4. Physical Education and Physical Activity				
PEPA1	Does the district have a written physical education curriculum that is implemented consistently for every grade?	1	1	
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? [Examples include: follows NASPE standards; focuses on self-assessment through a "Fitnessgram" or "Activitygram"; teaches skills needed for lifelong physical fitness.]	2	2	☆
PEPA4	How many minutes per week of PE does each grade in elementary school receive? Note: NASPE recommends that schools provide 150 minutes of instructional PE for elementary school children per week for the entire school year.	NA	NA	
PEPA5	How many minutes per week of PE does each grade in middle school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.	2	0	

PEPA6	How many minutes per week of PE does each grade in high school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.	2	1	
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?	2	2	
PEPA9	A PE exemption is when students are permitted to not take PE because of enrollment in other courses such as math, science or vocational training. This does not include exemptions due to disability, religious or medical reasons. What percentage of students do you estimate do not take PE each year due to exemptions?	2	2	
PEPA10	A PE substitution is when students are permitted to not take PE because they are engaged in another physical activity such as JORTC or other school sports. What percentage of students do you estimate do not take PE each year due to substitutions?	0	2	
PEPA11	Are there opportunities for families and community members to engage in physical activity at school? If yes, please describe. How frequently does this occur?	1	2	
PEPA12	Are there opportunities for all students to engage in physical activity before and after school? If yes, please describe. How frequently does this occur?	1	2	
PEPA13	Is there daily recess for all grades in elementary school? If no, how many days per week is recess offered, and for which grades? How long is recess when it is offered? Note: Best practices for recess: a) it is at least 20 minutes per day; b) it is supervised by trained teachers or staff encouraging students to be active; and c) students have access to safe and appropriate physical activity equipment.	NA	NA	
PEPA14	Do teachers provide regular physical activity breaks for students in the classroom? If yes, please describe. How frequently do they occur? Do all teachers conduct physical activity breaks with their students?	1	0	
PEPA15	When school is not in session, do community members use indoor and outdoor school building and grounds facilities? Does the district have a "joint-use" or "shared-use" agreements? (Note if answer is yes or no).	0	2	
PEPA16	What proportion of students walk or bike to school? How frequently do they do that?	0	0	
Section 5. Wellness Promotion and Marketing				
WPM1	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students? If yes, how does the school encourage this behavior? [Examples include: Provides staff with opportunities to eat healthfully such as subsidized fruits, vegetables, and water in the cafeteria or lounge; Advises staff not to consume sugary drinks at school; Encourages teachers to be active with students.]	2	1	
WPM2	Are there strategies used by the school to support employee wellness? Please describe. Examples: "Health and wellness classes are offered to staff." "School physical activity equipment is available for use by staff before or after school to support employee wellness." "Free water and healthy snacks are available in the staff break room."	2	2	
WPM3	Are teachers encouraged to use physical activity as a reward for students? For example, providing extra recess, taking a walk around the school, or playing an active game in the classroom.	1	1	
WPM4	Do teachers ever use physical activity as a punishment? [Examples include: telling students to run extra laps or do other physical activities as behavioral consequence.]	2	2	
WPM5	Do teachers ever withhold physical activity as a classroom management tool? [Examples include: taking away recess, taking away PE, or requiring students to sit in one place for an extended period of time.]	2	2	
WPM6	Are marketing strategies used to promote healthy food and beverage choices in school? If yes, what foods and beverages are promoted, and how is it done? (Examples of promotion include advertisements, better pricing, and more accessible placement of the healthier items).	2	2	
WPM7	Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?	2	2	
WPM8	Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)? If yes, do the marketed items meet Smart Snacks criteria? If they do not meet Smart Snacks criteria, will this change when there is a renewal of the sponsorship agreement?	2	2	
WPM9	Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)? If yes, do the marketed items meet Smart Snacks criteria?	2	2	
WPM10	Is there food or beverage marketing where food is purchased (e.g., logos on exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, or trash and recycling containers)? If yes, do the marketed items meet Smart Snacks criteria?	0	2	

WPM11	Is there food or beverage marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system)? If yes, do the marketed items meet Smart Snacks criteria?	2	2	☆
WPM12	Is there food or beverage marketing through fundraisers and corporate-incentive programs? Examples include: fundraising programs encourage students and their families to sell, purchase, or consume products, and corporate incentive programs provide funds to schools in exchange for proof of purchase of company products, such as Box Tops for Education. If the school participates in food or beverage fundraisers, do they occur on or off campus, and during or outside the school day? Do all products for sale meet Smart Snacks criteria?	0	2	📋
Section 6. Implementation, Evaluation & Communication				
IEC1	Is there an active district level wellness committee? Note: This may also be called a health advisory committee or other similar name. If yes, how frequently does the committee meet?	2	2	☆
IEC2	Which groups are represented on the district level wellness committee? (check all that apply). Note an individual can represent more than one role. <ul style="list-style-type: none"> • Parents • Students • School Food Authority representative • PE Teacher • School Health Professional (nurse, social worker, school psychologist) • School Board Member • School Administrator • Community member 	2	2	☆
IEC3	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school? If yes, who are those individuals? How do they ensure compliance?	2	2	☆
IEC4	How is the wellness policy made available to the public? Is it available online? How often is the public informed where to find the policy?	2	2	☆
IEC5	How does the committee assess implementation of the wellness policy? How often does this assessment occur? [Examples of evaluation tools are: the CDC's School Health Index, the Alliance for a Healthier Generation checklist, local or state policy implementation checklists, or the current interview.]	2	2	☆
IEC6	What is included in the triennial assessment report to the public? Ask to see documentation if available. Note: the requirement is to include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; 2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies; 3. A description of the progress made in attaining the goals of the local school wellness policy.	1	0	📋
IEC7	Has the wellness policy been revised based on the triennial assessment? If yes, what process did the committee use to decide what to revise?	2	0	📋
IEC8	Is there an active school level wellness committee? (Note: This may also be called a school health team, school health advisory committee, or similar name) If yes, how frequently does the committee meet?	0	2	📋



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 – 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

Local School Wellness Policy Triennial Assessment

Worksheet 3: Identify Connections between Policy and Practice

This document assists local educational agencies (LEAs) with meeting the U.S. Department of Agriculture's (USDA) triennial assessment requirements for the local school wellness policy (LSWP). For information on the triennial assessment process, review [Guidance for School Wellness Policy Triennial Assessment](#). For additional worksheets, visit the “What’s Next” section of the CSDE’s School Wellness Policies webpage.



The USDA requires that LEAs must publicly share the results of their wellness policy triennial assessment (e.g., through the district’s website). Information shared with the public must include 1) how the language in the LEA’s wellness policy compares to the model wellness policy; and 2) areas where there is a strong or weak policy, but practice implementation is either absent or limited.

This worksheet includes four sections that assess the connections between the LEA’s wellness policy and practices. The table below summarizes which sections the LEA must post to meet the USDA’s LSWP requirement for public notification.

Assessing Connections between the LEA’s Wellness Policy and Practices		
Section	Page	Public Posting Required
1 – Strong Policies and Aligned Practices	2	Yes
2 – Create Practice Implementation Plan	3	Yes
3 – Update Policies	4	No *
4 – Opportunities for Growth	5	No *
* Any federal requirements in these sections must be reported. Otherwise, LEAs may choose to share this information or additional materials as desired.		

Instructions: Use the LEA’s **WellSAT 3.0 scorecard** to enter the applicable policy item numbers and descriptions for each of the four sections. Post the information for all federal requirements and for sections 1 and 2 on the district’s website and share through other communication channels.

Worksheet 3: Identify Connections between Policy and Practice

Section 1 – Strong Policies and Aligned Practices



This document identifies where the district has a strong policy and is fully implementing practices that align with the policy.

- Describe the items that received a written policy score of 2 and an interview practice score of 2. **Start with the Federal Requirements for each section.**

Item number	Item description
	Section 1: Nutrition Education
NE1	The school district has specific goals for nutrition education designed to promote student wellness
NE2	Skills-based, behavior focused, and interactive/participatory methods are used to develop student skills
NE4	All middle school students receive sequential and comprehensive nutrition education
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM3	School ensure that children who are receiving free/reduced meals cannot be identified
SM5	Families are provided information about eligibility for free/reduced priced meals
SM6	Specific strategies are used to increase participation in the school meal programs
SM8	Free (i.e., no cost to students) drinking water is available to students during meals
SM9	Frequency and amount of training provided to the food and nutrition staff meets the USDA Professional standards
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
NS1	No foods that are not part of the school meals (known as competitive foods) are sold to students during the school day
NS2	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
NS3	No competitive foods/beverages are sold a la carte in the cafeteria during the school day
NS4	Food or beverage vending machines on school property that are accessible to students during the school day are stocked with all of these items that meet Smart Snacks nutrition standards
NS5	Food or beverages sold in school stores during the school day meet Smart Snacks nutrition standards
NS6	There are no food or beverage fundraisers that sell items to be consumed during the school day
NS8	There are no foods or beverages containing caffeine sold at the high school level
NS11	Addresses nutrition standards for all foods and beverages sold (not served) to students after the school day, including before/after care on school grounds, clubs, and after school programming
NS13	Students have consistent and easy access to water throughout the school day
	Section 4: Physical Education and Physical Activity
PEPA2	The district have a written physical education curriculum that is aligned with national and/or state standards
PEPA3	Physical education program promotes a physically active lifestyle

Local School Wellness Policy Triennial Assessment

Worksheet 3: Identify Connections between Policy and Practice

PEPA7	All physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education
PEPA8	Ongoing professional development offered every year for PE teachers that is relevant and specific to physical education
PEPA9	A PE exemption is when students are permitted to not take PE because of enrollment in other courses such as math, science or vocational training. This does not include exemptions due to disability, religious or medical reasons
	Section 5: Wellness Promotion and Marketing
WPM2	There strategies used by the school to support employee wellness
WPM4	Teachers ever use physical activity as a punishment
WPM5	Teachers ever withhold physical activity as a classroom management tool
WPM6	Marketing strategies used to promote healthy food and beverage choices in school
WPM7	Food or beverage marketing on the school campus during the school day marketed items meet Smart Snacks criteria
WPM8	Food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment marketed items meet Smart Snacks criteria?
WPM9	Food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials marketed items meet Smart Snacks criteria
WPM11	Food or beverage marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system) marketed items meet Smart Snacks criteria
	Section 6: Implementation, Evaluation & Communication
IEC1	There an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school
IEC2	<p>Groups are represented on the district level wellness committee. Note an individual can represent more than one role.</p> <ul style="list-style-type: none"> • Parents • Students • School Food Authority representative • PE Teacher • School Health Professional (nurse, social worker, school psychologist) • School Board Member • School Administrator • Community member
IEC3	There an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school
IEC4	The wellness policy made available to the public
IEC5	The committee assess implementation of the wellness policy. How often does this assessment occur?

Worksheet 3: Identify Connections between Policy and Practice

Section 2 – Create Practice Implementation Plan



This document identifies areas where there is a strong or weak policy, but practice implementation is either absent or limited. The Connecticut State Department of Education (CSDE) recommends working with key stakeholders and developing a plan to fully implement the policy as written.

Enter the items that received either (1) a written policy score of 1 **and** an interview practice score of 0 or (2) a written policy score of 2 **and** an interview practice score of 1 or 0. **Start with the Federal Requirements for each section.**

Item number	Item description
	Section 1: Nutrition Education
NE7	Nutrition education linked with the school food environment
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM1	There been parts of the Healthy Hunger-Free Kids Act (HHFKA) regulations for breakfast or lunch that have been challenging to implement
SM7	Length of the breakfast (if applicable) and lunch periods
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
	NONE
	Section 4: Physical Education and Physical Activity
PEPA5	Minutes per week of PE each grade in middle school receive. Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.
PEPA6	Minutes per week of PE each grade in high school receive. Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.
PEPA14	Teachers provide regular physical activity breaks for students in the classroom
	Section 5: Wellness Promotion and Marketing
WPM1	School staff encouraged to model healthy eating and physical activity behaviors in front of students
	Section 6: Implementation, Evaluation & Communication
IEC6	What is included in the triennial assessment report to the public? Ask to see documentation if available. Note: the requirement is to include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; 2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies; 3. A description of the progress made in attaining the goals of the local school wellness policy.
IEC7	The wellness policy has been revised based on the triennial assessment

Worksheet 3: Identify Connections between Policy and Practice

Section 3 – Update Policies

This document identifies areas where the LEA is (a) fully implementing practices but there is no or only weak language in the written policy, or (b) partially implementing practices with no policy language. Best practice is to update the policy to match the implementation level.

- Enter the items that received a written policy score of 0 or 1 **and** an interview practice score of 2. **Start with the Federal Requirements for each section.**



Item number	Item description
	Section 1. Nutrition Education
	NONE
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM2	Does the district offer breakfast?
SM4	How the district handles unpaid balances
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
NS10	Foods or beverages served (not sold) to students after the school day on school grounds
NS12	Teachers use food as a reward in the classroom for good student behavior (e.g., giving out candy for a right answer; having a pizza party when students finish a unit).
	Section 4: Physical Education and Physical Activity
PEPA10	A PE substitution is when students are permitted to not take PE because they are engaged in another physical activity such as JORTC or other school sports
PEPA11	Opportunities for families and community members to engage in physical activity at school
PEPA12	Opportunities for all students to engage in physical activity before and after school
PEPA15	When school is not in session, community members use indoor and outdoor school building and grounds facilities
	Section 5: Wellness Promotion and Marketing
WPM10	Food or beverage marketing where food is purchased (e.g., logos on exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, or trash and recycling containers) marketed items meet Smart Snacks criteria
WPM12	Food or beverage marketing through fundraisers and corporate-incentive programs
	Section 6: Implementation, Evaluation & Communication
IEC8	An active school level wellness committee

Worksheet 3: Identify Connections between Policy and Practice

Section 4 – Opportunities for Growth

This identifies areas where the district has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way.

- Enter the items that received either (1) a written policy score of 0 **and** an interview practice score of 0 or 1 or (2) a written policy score of 1 **and** an interview practice score of 1. **Start with the Federal Requirements for each section.**



Item number	Item description
	Section 1: Nutrition Education
NE5	All high school students receive sequential and comprehensive nutrition education
NE6	Nutrition education integrated into other subjects beyond health education
NE8	Nutrition education address agriculture and the food system
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM10	Farm to school program: In your district, is it a priority to procure locally produced foods for school meals and snacks
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
	NONE
	Section 4: Physical Education and Physical Activity
PEPA1	The district has a written physical education curriculum that is implemented consistently for every grade
PEPA16	Proportion of students walk or bike to school
	Section 5: Wellness Promotion and Marketing
WPM3	Teachers encouraged to use physical activity as a reward for students
	Section 6: Implementation, Evaluation & Communication
	NONE

Worksheet 3: Identify Connections between Policy and Practice

For information on the USDA's LSWP requirements, visit the Connecticut State Department of Education's (CSDE) [School Wellness Policies](#) website and the Rudd Center's [WELLSAT](#) website, or contact the [school nutrition programs staff](#) in the CSDE's Bureau of Health/Nutrition, Family Services and Adult Education, 450 Columbus Boulevard, Suite 504, Hartford, CT 06103-1841.

This document is available at https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet_3_Identifying_Connections_Policy_Practice.docx.



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- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

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Worksheet 4: Summary of Findings

This document assists local educational agencies (LEAs) with meeting the U.S. Department of Agriculture's (USDA) triennial assessment requirements for the LSWP. For information on the triennial assessment process, review [Guidance for School Wellness Policy Triennial Assessment](#). For additional worksheets, visit the “[What's Next](#)” section of the CSDE's School Wellness Policies webpage.



This worksheet can be used to create narrative descriptions to post alongside sections from **Worksheet 3: Identifying Connections between Policy and Practice**. The purpose of these narratives is to describe the LEA's progress toward meeting their wellness goals. Not all districts will have information to share in all four sections. Note: in Section 3 and Section 4, the LEA is only required to comment on federally required items, but may add information about other wellness topics if desired.

Section 1 (Strong Policies and Aligned Practices). If applicable, write a narrative below to describe your district's areas of success in meeting its wellness goals.

The Amity Regional School District No. 5 reviewed and assessed its Wellness Policy and found that many parts of the policies are aligned to practices. Regarding nutrition education the school district has specific nutrition goals which promote student wellness. All students in the middle schools receive a sequential nutrition education. The USDA Child Nutrition Programs and School Meals ensures that free and reduced children cannot be identified and only a limited number of employees have access. Our food and nutrition staff are trained and meet the USDA's professional standards. With regard to Nutrition Standards for Competitive and Other Foods and Beverages, no foods are sold to students during the school day. Our school vending machines are accessible to students during the school day and stocked with Smart Snacks. Furthermore, there are no foods sold in the school that contain caffeine. With our many water bottle filling stations located around the schools students have easy access to water throughout the school day. The Amity Regional School District No. 5 has a written Physical Education (PE) Curriculum that is aligned to the national and state standards. Our PE program promotes a physical lifestyle. Our PE teachers are certified and endorsed to teach PE and receive professional development every year. Wellness Promotion and Marketing is addressed through professional development and offered to staff each month during district wide professional learning days. Efforts are made to reduce marketing on school publications and school property. Lastly, the director of curriculum and instruction was the official who is responsible for implementation and compliance with the wellness policy. This position will now be part of the assistant superintendent's duties going forward. This person makes sure the building level assistant/associate principals oversee its implementation. A wellness committee exists and consists of the required members. The district evaluates its policies and implementations and reports its findings.

Worksheet 4: Summary of Findings

Section 2 (Create Practice Implementation Plans). If applicable, write a narrative below to describe how your district will create practice implementation plans to ensure full compliance with all elements of the LSWP.

In the areas of Nutrition Education and the School Meals the district has a policy but the implementation can be improved for such areas as a longer lunch period. Through the support of the State Department of Education the student lunch will increase due to the length of time now required for the teacher lunch of 30 minutes. The upcoming school year professional learning days will include a wellness portion as part of its offerings for all staff. Furthermore, the assessment process is reported to the public and will be made available online. Through this assessment the policy and or implementation has been updated. New offerings related to mental health wellness will be one way we add to our physical wellness offerings on PD days.

Section 3 (Update Policies). If applicable, write a narrative below to describe how the district will update its policy to include all federally required items. You may also add plans for additional policy updates if desired.

Per the Connecticut Statutory Requirements for Unpaid Meal Charges in Public Schools the district updated its Food Service Charging Policy P3542.43(a) in November 2021 to align with the States new requirements. With regard to Physical Education and Physical Activity both PEPA11 and PEPA 15 will give and provide access for families and community members the ability to use the school for physical activity. The current Wellness Committee is a functioning committee that meets four times a year and the plan is to improve the building level meetings with regard to the number of times they meet. The Wellness Policy (WPM10/12) which references fundraisers and logos on vending machines is a practice however where there is a lack of policy stating such.

Worksheet 4: Summary of Findings

Section 4 (Opportunities for Growth). If applicable, write a narrative below to describe how your district will update its policy and practices to include all federally required items. You may also add plans for additional wellness goals if desired.

The Amity Regional School District No. 5 plans to increase nutrition education in other areas. The creation of new courses such as exercise science and the nutrition of food (co-taught course with a chemistry and culinary teacher) are a few examples of the increase in nutrition education. With regard to PEPA1 the district also has increased its PE offerings for grade 12 students. The local town of Woodbridge plans to install sidewalks from town to the school which will promote walking to school for those who live close. Nutrition education that addresses agriculture and the food system will be added to the science of food and nutrition course. Lastly, teachers will be encouraged to promote physical activity as a reward.

Worksheet 4: Summary of Findings

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This document is available at https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet_4_Summarizing_Findings.docx.



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