

Fayette R-III Wellness Program Triennial Assessment

Wellsat Worksheet 3- Identifying Connections Between Policy and Practice

Fayette R-III School District

11/22/22

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.

Item number	Item description
	Section 1. Nutrition Education
NE1	Does the district have specific goals for nutrition education to promote student wellness? Does this include a standards-based nutrition education curriculum?
NE2	How would you describe the nutrition education you provide? Are didactic methods used to increase student knowledge? Are skill-based, behavior focused, and interactive/participatory methods used to develop student skills:
NE8	Does nutrition education address agriculture and the food system?

	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM1	Have there been parts of the Healthy Hunger-Free Kids Act regulations for breakfast or lunch that have been challenging to implement? If yes, are their features of the district's meal program that are not yet in compliance?
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?
SM8	Is free drinking water available to students during meals? Water fountains? Are the water fountains working? Can students take water back to the table: Do students think the water fountains are clean and safe?
SM9	What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards?
SM5	How are families provided information about eligibility for free/reduced meal programs?
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages

NS1	Is there any food 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 Snack nutrition standards?
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?
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?
NS5	Are there food or beverages sold in school stores during the school day?
NS6	Are there food or beverage fundraisers that sell items to be consumed during the school day?
NS13	Do students have consistent and easy access to water throughout the school day?
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?
NS7	Our state (Missouri) has adopted an exemption policy that allows for 5 school-sponsored fundraisers during which foods and beverages sold do not have to meet the Smart Snacks

Ns8	Are foods and beverages containing caffeine sold at the high school level?
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) that regulate what can be served? How are these regulations communicated to the adults running the activities? How confident are you that they do not occur?
	Section 6: Implementation, Evaluation & Communication

Section 4: Physical Education and Physical Activity

PEPA2

Does the district have a written physical education curriculum that is aligned with national and/or state standards?

PEPA3

How does your physical education program promote a physically healthy lifestyle?

PEPA7

Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?

PEPA8

Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?

PEPA9

What percentage of students do you estimate do not take PE each year due to exemptions?

PEPA10

What percentage of students do you estimate do not take PE each year due to PE substitution?

PEPA13

Is there daily recess for all grades in elementary school?

PEPA14

Do the teachers provide regular activity breaks for students in the classroom?

PEPA15

When school is not in session, do community members use indoor and outdoor school building and grounds facilities?

	Section 5: Wellness Promotion and Marketing
WPM2	Are there strategies used by the school to support employee wellness?
WPM3	Are teachers encouraged to use physical activity as a reward for students?
WPM 4	Do teachers ever use physical activity as a punishment?
WPM5	Do teachers ever withhold physical activity as a classroom management tool?
WPM6	Are marketing strategies used to promote healthy food and beverage choices in school?
WPM9	Is there food or beverage marketing on education materials?
WPM11	Is there food or beverage marketing in school publication and media?
	Section 6: Implementation, Evaluation & Communication
IEC2	Which groups are represented on the district level wellness committee?
IEC3	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school?
IEC4	How is the wellness policy made available to the public?

IEC5	How does the committee assess implementation of the wellness policy?
IEC1	Is there an active district level wellness committee?

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.

Item number	Item description
	Section 1. Nutrition Education
NE3	Do all elementary school students receive sequential and comprehensive nutrition education?
NE4	Do all middle school students receive sequential and comprehensive nutrition education?

NE5	Do all high school students receive sequential and comprehensive nutrition education?
NE6	Is nutrition education integrated into other subjects beyond health education?
NE7	Is nutrition education linked with the school food environment? If yes, share examples.
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM7	How long are the breakfast and lunch periods?
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
NS9	How often do food-based celebrations occur during the school day in elementary school? Does the district have food standards such as Smart snacks that regulate what can be served? How are these regulations communicated? Are these followed consistently?

NS11	Addresses nutrition standards for all foods and beverages sold (not served) to students after the school day, including before/after school care, clubs, and after school programming.
NS12	Do teachers use food as a reward in the classroom for good student behavior?
	Section 4: Physical Education and Physical Activity
PEPA1	Does the district have a written physical education curriculum that is implemented consistently for every grade?
PEPA4	How many minutes per week of PE does each grade in elementary school receive?
PEPA5	How many minutes per week of PE does each grade in the middle school receive?
PEPA6	How many minutes per week of PE does each grade in high school receive?
PEPA11	Are there opportunities for families and community members to engage in physical activity at school? If so, what and how often?
PEPA12	Are there opportunities for students to engage in physical activity before or after school? If so, what and how often?

	Section 5: Wellness Promotion and Marketing
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?
WPM1	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students? If yes, how?
WPM8	Is there food or beverage marketing on school property? If yes, do they meet Smart Snack criteria?
WPM10	Is there food or beverage marketing where food is purchased? If yes, do they meet Smart Snack criteria?
WPM12	Is there food or beverage marketing through fundraisers and corporate-incentive programs? Such as Box tops for educations, etc. If the school participates in fundraisers do, they occur on or off campus and during or outside the school day? Do all products meet Smart Snack criteria?
	Section 6: Implementation, Evaluation & Communication
IEC6	What is included in the triennial assessment report to the public?
IEC7 IEC8	Has the wellness policy been revised based on the triennial assessment? No

	Is there an active school level wellness committee? If yes, how frequently does the committee meet?
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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.

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? Yes. It is offered to all students every school day.
SM4	How does the district handle unpaid balances? How are parents notified of lunch balances? Are student's with an unpaid balance stigmatized?

SM6	Are specific strategies used to increase participation in the school meal program? If yes, please describe? We utilize Grab and Go breakfast for Middle and high school students.
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
	-none-
	Section 4: Physical Education and Physical Activity
	-none-
	Section 5: Wellness Promotion and Marketing
	-none-

	Section 6: Implementation, Evaluation & Communication
	-none-

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.

Item number	Item description
	Section 1. Nutrition Education
	-none-
	Section 2: Standards for USDA Child Nutrition Programs and School Meals

SM10	Are we familiar with the farm to school program? 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 cafeteria to promote them?
	<div> Section 3: Nutrition Standards for Competitive and Other Foods and Beverages </div>
	-none-
	Section 4: Physical Education and Physical Activity
PEPA16	What proportion of students walk or ride a bike to school?
	Section 5: Wellness Promotion and Marketing
	-none-

	Section 6: Implementation, Evaluation & Communication
	-none-