

Triennial Wellness Policy Assessment Report

As required by law, each school Food Authority (SFA) must establish a plan for measuring implementation of the local wellness policy, including designation of one or more persons with operational responsibility for ensuring that the school is meeting the policy. Assessment should be ongoing. Requirements also include community participation or a team of collaborators responsible for reviewing the wellness policy and evaluating results.

A sustained effort by each SFA is necessary to assure that new policies are faithfully implemented. Periodically assess how well the policy is being managed and enforced. Reinforce the policy goals with school staff if necessary. Be prepared to update or amend the policy as the process moves on. The school district or individual schools should celebrate policy success milestones (and the district team can do the same!).

The regulations require each SFA to compare their local wellness policies with the model local wellness policy. The model local wellness policy can be found online at: [https://www.healthiergeneration.org/asset/wtqdwu/14-6372 ModelWellnessPolicy.doc](https://www.healthiergeneration.org/asset/wtqdwu/14-6372%20ModelWellnessPolicy.doc)

Note about the model local wellness policy: It is important to keep in mind the fact that the model local wellness policy is best practice, and exceeds current program requirements.

Evaluation and feedback are very important in maintaining a local wellness policy. You need to document any financial impact to the school foodservice program, school stores, or vending machine revenues.

It is also important to assess student, parent, teacher/staff member, and administration satisfaction with the new policies. A good evaluation plan does not need to be extensive, formal or put additional undue burdens on staff that is involved in the process.

Through the evaluation process, you will be able to answer some basic questions that are very important to policymakers, students, school staff, parents, and the general public:

Designated Person(s) responsible for review and compliance:

Designated Person's Name	Designated Person's Name
Kim Holland	Robye Cook

Date of Review	9/27/2018
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Name and title of committee members participating in assessment:

Name	Title	Relationship to the SFA
Robye Cook	Child Nutrition Director	Child Nutrition Director
Michael Shepard	TSET Program Coordinator	TSET helps schools with wellness policies.
Destinee Allen	Physical Education Teacher	Physical Education Teacher

1. What changes to nutrition education, physical activity, the nutritional quality of foods available to students, and other aspects covered by the policy occurred in each school as a result of the district wellness policy and the last assessment?

For example:

- Did the number of students participating in nutrition education change?
- Did the students have a different number of minutes of physical activity?
- Did any of the campuses change available food options?
- Did participation in the National School Breakfast or Lunch Program change?

Fruit and Vegetable Bars have been added at Middle School and High School
All Site have Healthy options available.
The number of students receiving nutrition education has increased.

2. Are the goals listed in the current Local Wellness Policy implemented (review policy)?

Yes	No
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If no, what steps are being taken to ensure implementation?

3. What is the assessment of the current Local Wellness Policy?

For example:

- Is it making a difference?
- What's working?
- What's not working?

The current wellness policy is working well.

4. Were recommended revisions in the last assessment adopted into policy?

N/A

Yes	No
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If yes, date of last revision	This is the first assessment.
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5. Has the review team compared policy to other Local Model Wellness Policies (policies may be reviewed at http://teammnutrition.usda.gov/Healthy/wellnesspolicy_steps.html or https://www.healthiergeneration.org/asset/wtqdwu/14-6372_ModelWellnessPolicy.doc)?

Yes	No
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6. How can the impact of the policy be increased to enhance its effect on student health and academic learning?

Making more people aware of the policy would help to enhance its effect on student health and academic learning.

7. Has the local wellness policy been compared to the model local Wellness Policy?

<input checked="" type="radio"/> Yes	<input type="radio"/> No
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8. Did the school provide this review and updates to the community and team collaborators?

<input checked="" type="radio"/> Yes	<input type="radio"/> No
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If you need further information on the evaluation process, the following resources are among those available to assist you:

Evaluation Primer: An overview of education evaluation. This material is excerpted from ***Understanding Evaluation: The Way to Better Prevention Programs*** [PDF].

Evaluating Community Programs and Initiatives (chapter 36-39 of the Community Toolbox) developed by the University of Kansas Work Group on Health Promotion and Community Development. This document contains information on developing a plan for evaluation, methods for evaluation and using evaluation to understand and improve the initiative.

Reference:

Team Nutrition, United States Department of Agriculture. *Healthy Schools*. [online] April 2009. <http://teamnnutrition.usda.gov/Healthy/wellnesspolicy_steps.html>