**Local Wellness Policy: Triennial Assessment**

**Background Information**

A local school wellness policy is a written document that guides a local education agency’s (LEA) or school district’s efforts to establish a school environment that promotes students’ health, well-being, and ability to learn. The wellness policy requirement was strengthened by the Healthy, Hunger-Free Kids (HHKA) Act of 2010. An assessment of the school wellness policy must be conducted a minimum of once every three years; however, LEAs may assess the policy more frequently. The first assessment is to be completed by June 30, 2020.

**Triennial Recordkeeping**

This assessment resource is offered as a way to summarize the information gathered during the assessment. It contains the three required components:

1. Compliance with the wellness policy
2. How the wellness policy compares to model wellness policies
3. Progress made in attaining the goals of the wellness policy

LEAs can document the assessment in other formats as long as the three required components are included. Keep a copy of the most recent triennial assessment, school building progress reports and additional supporting documentation on file. These will be needed during a School Nutrition Program administrative review.

**Triennial Assessment Summary**

The following sections are included in this resource as a tool to document compliance:

* Section 1: General Information and Wellness Committee
* Section 2: Compliance with the Wellness Policy
* Section 3: Comparison to Model School Wellness Policies
* Section 4: Progress Towards Goals

**Public Updates**

HHKA requires that LEAs make the following available to the public.This can include posting the information on the school website or information on how the public can request copies.

* The wellness policy, including any updates to and about the wellness policy, on an annual basis, and
* The Triennial assessment, which needs to include documentation of progress towards meeting the goals of the policy.

**Resources**

* [Iowa Sample Wellness Policy](https://educateiowa.gov/documents/school-wellness/2016/09/sample-school-wellness-policy): developed by Iowa Association of School Boards and Iowa Department of Education can be utilized as a guide when updating policies.
* [Healthy Choices Count 5-2-1-0 Registered Sites](http://www.iowahealthieststate.com/resources/individuals/5210/registered-sites/): the Iowa Healthiest State Initiative has a registration process for schools that includes a questionnaire of current policies and practices. The questionnaire can be used as a tool to review and update the policy.

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**Section 1: General Information and Wellness Committee**

| LEA (Local Education Agency) Name | East Marshall CSD |
| --- | --- |
| Date Triennial Assessment was Completed | 3-1-22 |
| Date of Last Wellness Policy Review | 3-16-18 |
| Website address for the policy, updates, and assessment results and/or information on how the public can access copies | https://www.emmustangs.org/district/health-services/ |
| How often does the school wellness committee meet? Date of last meeting? | No less than annually, 11-16-21 |

**Designated School Wellness Leader***LEAs must designate at least one school official responsible for determining the extent to which each school under their jurisdiction is in compliance with the wellness policy.*

| **Name** | **Job Title** | **Email** |
| --- | --- | --- |
| Monica Blanchard | School Nurse | mblanchard@e-marshall.k12.ia.us |

**School Wellness Committee Members**

| **Name** | **Job Title/Volunteer** | **Email** |
| --- | --- | --- |
| Monica Blanchard | School Nurse | mblanchard@e-marshall.k12.ia.us |
| Amy Gage | Food Service Director | agage@e-marshall.k12.ia.us |
| Justin Burns | Elementary P.E. teacher | jburns@e-marshall.k12.ia.us |
| Nick Goodrich | Middle School P.E. teacher | ngoodrich@e-marshall.k12.ia.us |
| Denny Allen | High School P.E. teacher | dallen@e-marshall.k12.ia.us |
| Kelsey Cole | Middle/High School nurse | kcole@e-marshall.k12.ia.us |
| Tony Ryan | Superintendent | tryan@e-marshall.k12.ia.us |
| Emery Allen | Elementary student |  |
| Elijah Burns | Middle School student |  |
| Eli Blanchard | High School student |  |
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**Section 2: Compliance with the Wellness Policy**

At a minimum, local wellness policies are required to include (verify all the following are included in the school wellness policy by checking the boxes below):

**Specific goals for:**   
X Nutrition promotion and education,   
X Physical activity, and   
X Other school based activities that promote student wellness.

X Standards and nutrition guidelines for all foods and beverages sold to students before,   
during and 30 minutes after the school day.

X Standards for all foods and beverages provided, but not sold, to students during the   
school day (e.g., in classroom parties, classroom snacks brought by parents, or incentives).

X Policies for food and beverage marketing that allow marketing and advertising of only   
those foods and beverages that meet the Smart Snacks in School nutrition standards.

X Description of public involvement, public updates, policy leadership, and evaluation plan.

Another form of documentation for Section 2 is the [School Wellness Policy Checklist](https://educateiowa.gov/sites/files/ed/documents/Wellness%20Policy%20Checklist_0.pdf).

**Section 3: Comparison to Model School Wellness Policies**

The [Alliance for a Healthier Generation Model Policy](https://educateiowa.gov/documents/team-nutrition/2020/01/alliance-sample-school-wellness-policy) is to be used as a best practice guide.

Compare local wellness policy language with the model policy and identify areas where the language is comparable to the model policy and potential areas that can be strengthened.

| **Areas with Similar Language** | **Potential Areas to Strengthen Language** |
| --- | --- |
| 1) The East Marshall Board of Education is committed to the optimal development of every student. The board  believes for students to have the opportunity to achieve personal, academic, developmental, and social success,  there needs to be a positive, safe, and health-promoting learning environment at every level, in every setting.  2) The school district will identify at least one goal in each of the following areas:  • Nutrition Education and Promotion: Schools will provide nutrition education and engage in  nutrition promotion that helps students develop lifelong healthy eating behaviors.  • Physical Activity: Schools will provide students with age and grade appropriate opportunities to engage in physical activity that meet the Iowa Healthy Kids Act.  • Other School Based Activities that Promote Wellness: As appropriate, schools will support students,  staff, and parents’ efforts to maintain a healthy lifestyle.  3) The superintendent or superintendent’s designee shall implement and ensure compliance with the policy by:  • Reviewing the policy at least every three years and recommending updates as appropriate for board  approval;  • Implementing a process for permitting parents, students, representatives of the school food authority,  teachers of physical education, school health professionals, the school board, administrators and the  public to participate in the development, implementation, and periodic review and update of the policy;  4) Nutrition Education and Promotion: Schools will provide nutrition education and engage in  nutrition promotion that help students develop lifelong healthy eating behaviors. The goal(s) for  addressing nutrition education and nutrition promotion include the following:  • Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities,  such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school  gardens;  • Emphasize caloric balance between food intake and energy expenditure (promotes physical  activity/exercise);  • Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to  School programs, other school foods, and nutrition-related community services;  5) Physical Activity: Schools will provide students and staff with age and grade appropriate  opportunities to engage in physical activity that meet federal and state guidelines, including the Iowa  Healthy Kids Act. The goal(s) for addressing physical activity include the following:  • Promote the benefits of a physically active lifestyle and help students develop skills to engage in  lifelong healthy habits;  • Encourage classroom teachers to provide short physical activity breaks (3-5 minutes), as  appropriate;  • Afford elementary students with recess according to the following:  o At least 20 minutes a day;  o Outdoors as weather and time permits;  o Encourages moderate to vigorous physical activity; | 1) Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.[[1]](#footnote-0),[[2]](#footnote-1),[[3]](#footnote-2),[[4]](#footnote-3),[[5]](#footnote-4),[[6]](#footnote-5),[[7]](#footnote-6) Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.[[8]](#footnote-7),[[9]](#footnote-8),[[10]](#footnote-9) In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.[[11]](#footnote-10),[[12]](#footnote-11),[[13]](#footnote-12),[[14]](#footnote-13). Finally, there is evidence that adequate hydration is associated with better cognitive performance. 15,16,17  2) School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;  3) The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits  4) The designated official for oversight is (Title and contact information)  5) ***Annual Notification of Policy***  The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District’s (or schools’) events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee. |

**Optional Resource:**

* [WellSAT 3.0](http://www.wellsat.org/): Online quantitative tool that determines where revisions are needed to strengthen the language in school wellness policies and provides sample language.

**Section 4: Progress Towards Goals**

* Use the [School Wellness Policy Progress Report](https://educateiowa.gov/documents/team-nutrition/2018/04/school-wellness-policy-progress-report) to document compliance and progress towards each goal at the school building level. The report can include information for each building or include progress for all buildings (please clearly identify buildings and associated progress).

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2. Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. American Journal of Diseases of Children. 1989;143(10):1234–1239. [↑](#footnote-ref-1)
3. Murphy JM. Breakfast and learning: an updated review. Current Nutrition & Food Science. 2007; 3:3–36. [↑](#footnote-ref-2)
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5. Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. American Journal of Clinical Nutrition. 1998; 67(4), 804S–813S. [↑](#footnote-ref-4)
6. Rampersaud GC, Pereira MA, Girard BL, Adams J, Metzl JD. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. Journal of the American Dietetic Association. 2005;105(5):743–760, quiz 761–762. [↑](#footnote-ref-5)
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8. MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. Canadian Journal of Dietetic Practice and Research. 2008;69(3):141–144. [↑](#footnote-ref-7)
9. Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. Journal of Nutrition Education. 1997;29(1):12–20. [↑](#footnote-ref-8)
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11. Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010. [↑](#footnote-ref-10)
12. Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment.* Arch Pediatr Adolesc Med, 2012; 166(1):49-55. [↑](#footnote-ref-11)
13. Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väisto J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. PLoS ONE, 2014; 9(9): e107031. [↑](#footnote-ref-12)
14. Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. Pediatrics 2014; 134(4): e1063-1071.

    15 Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from http://changelabsolutions.org/publications/district-policy-school-food-ads [↑](#footnote-ref-13)