



SOUTH WINDSOR PUBLIC SCHOOLS'

WELLNESS POLICY

Triennial Review – Summary of Findings

As required by the USDA, each local education agency (LEA) participating in the National School Lunch Program and School Breakfast Program must complete an assessment of their local school wellness policy at least once every three years. During the spring of 2021, and in accordance with the USDA, the district Wellness Committee met on several occasions to conduct the triennial assessment of the South Windsor Public School's Wellness Policy. Interviews were conducted with stakeholders including principals, administrators, nursing staff and teachers to determine the collective understanding and implementation of the policy. This assessment serves to measure the extent to which the district complies with its policy; describes how the language in the policy compares to the model wellness policy (WellSAT 3.0), and describes the district's progress toward meeting the goals of the wellness policy. The WellSAT is a quantitative assessment tool to help score and improve local School Wellness Policies. Below is the summary of the committee's findings.

Strong Policies and Aligned Practices



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

The South Windsor Public School district is following federal requirements related to Nutrition Education; Standards for USDA Child Nutrition Programs and School Meals; Nutrition Standards for Competitive and Other Foods and Beverages; Physical Education and Physical Activity; Wellness Promotion and Marketing and Implementation, Evaluation and Communication. In addition to lunch meals, the district also offers the National Breakfast Program daily. The food services department prides itself in serving healthy meals that are appealing to students and are fully compliant with the Healthy Hunger Free Kids Act, adhering to state of Connecticut Healthy Foods Certification for all snacks sold in schools.

We identified many areas that the district was successful in its wellness goals; including, student participation in school meal programs, food not being used as a reward, and physical activity not being used or withheld as a punishment. The District Wellness Committee is committed to promoting and communicating the district's wellness policy and monitoring compliance while reviewing areas for improvement.

Update Policies



This section 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 practices is to update the policy to match the implementation level.

In comparing the district's policy to the WellSAT 3.0 assessment, the committee identified policies whereby the district is fully implementing wellness practices in our schools that are either (a) not mentioned in our wellness policy, or (b) are only vaguely mentioned in our policy. The wellness committee will work to draft language to update these policies to be adopted by the Board of Education.

Opportunities for Growth



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

Overall the district's Wellness Policy compared favorably to the model policies as measured by the WellSAT 3.0. There are a handful of best practices that either have not yet been implemented or written into the policy. These include providing nutrition education that addresses agriculture and the food system; addressing students with unpaid meal balances; addressing the amount of "seat time" students have during meals; increasing the times per week of physical education; addressing family and community engagement in physical activity opportunities at all schools; encouraging staff to model healthy eating and physical activity behaviors and establishing ongoing building level wellness committees.

For the 2021-2022 school year building-level wellness committees were established at each school to further strengthen the oversight and compliance with the wellness policy. In addition, the committee will consider the remaining growth opportunities to determine additional actions that might be considered during the spring and fall of 2022.

Create a Practice Implementation Plan



This section identifies 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.

The district had no areas of concern in this section.



Below is the rating sheet for each of the areas described.

SECTION 1: FEDERAL REQUIREMENTS



This section includes topics that are required by federal law to be included in all district wellness policies. These were originally described in the 2004 WIC Reauthorization Act and were expanded in the 2010 Healthy Hunger-Free Kids Act.








| Description | Written Policy Score | Interview Practice Score | Plan |
|---|----------------------|--------------------------|------|
| NE1: Includes goals for nutrition education that are designed to promote student wellness. | 2 | 2 | |
| SM1: Assures compliance with USDA nutrition standards for reimbursable school meals. | 1 | 2 | |
| SM3: District takes steps to protect the privacy of students who qualify for free or reduced priced meals. | 1 | 2 | |
| SM8: Free drinking water is available during meals. | 1 | 2 | |
| SM9: Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards. | 1 | 2 | |
| 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 | 2 | |
| NS3: Regulates food and beverages sold in a la carte. | 2 | 2 | |
| NS4: Regulates food and beverages sold in vending machines. | 2 | 2 | |
| NS5: Regulates food and beverages sold in school stores | 2 | 2 | |
| NS6: Addresses fundraising with food to be consumed during the school day. | 2 | 2 | |
| ICE2: Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers or 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 | 2 | |
| ICE3: Identifies the officials responsible for the implementation and compliance of the local wellness policy. | 2 | 2 | |
| ICE4: Addresses making the wellness policy available to the public. | 2 | 2 | |
| ICE5: Addresses the assessment of the district implementation of the local wellness policy at least once every three years. | 2 | 2 | |

| Description | Written Policy Score | Interview Practice Score | Plan |
|--|----------------------|--------------------------|---|
| ICE6: Triennial assessment results will be made available to the public | 2 | 2 |  |
| WPM7: Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks Standards. | 1 | 2 |  |







**SECTION 2:
ADDITIONAL WELLNESS
ITEMS FROM
WELLSAT 3.0**

This section outlines all other topics included in the district’s Wellness Policy that have been reviewed against the WellSat 3.0 measurement. Items include nutrition education, school meals, competitive and other foods and beverages, physical education and physical activity, wellness promotion and marketing and implementation and evaluation of the policy.





Nutrition Education

| Description | Written Policy Score | Interview Practice Score | Plan |
|---|----------------------|--------------------------|---|
| NE2: Nutrition education teaches skills that are behavior focused, interactive, and/or participatory. | 2 | 2 |  |
| NE3: All elementary school students receive sequential and comprehensive nutrition education. | 1 | 2 |  |
| NE4: All middle school students receive sequential and comprehensive nutrition education. | 1 | 2 |  |
| NE5: All high school students receive sequential and comprehensive nutrition education. | 1 | 1 |  |
| NE6: Nutrition education is integrated into other subjects beyond health education | 0 | 2 |  |
| NE7: Links nutrition education with the school. | 0 | 2 |  |
| NE8: Nutrition Education addresses agriculture and the food system.. | 0 | 1 |  |













USDA Standards for Child Nutrition Programs and School Meals








| | | | |
|---|---|---|---|
| SM2: Addresses access to the USDA School Breakfast Program | 1 | 2 |  |
| SM4: Addresses how to handle feeding children with unpaid meal balances without stigmatizing them. | 0 | 1 |  |
| SM5: Specifies how families are provided information about determining eligibility for free/reduced priced meals. | 0 | 2 |  |
| SM6: Specifies strategies to increase participation in school meal programs. | 2 | 2 |  |
| SM7: Addresses the amount of “seat time” students have to eat school meals | 1 | 1 |  |
| SM10: Addresses purchasing local foods for the school meals program. | 1 | 2 |  |




Nutrition Standards for Competitive and Other Foods and Beverages

| Description | Written Policy Score | Interview Practice Score | Plan |
|--|----------------------|--------------------------|---|
| NS2: USDA Smart Snack standards are easily accessed in the policy. | 1 | 1 |  |
| NS7: Exemptions for infrequent school-sponsored fundraisers. | 0 | 2 |  |
| NS8: Addresses foods and beverages containing caffeine at the high school level. | 0 | 2 |  |
| NS12: Addresses food not being used as a reward. | 2 | 2 |  |

Physical Education and Physical Activity

| | | | |
|--|---|---|---|
| PEPA1: There is a written physical education curriculum for grades K-12. | 2 | 2 |  |
| PEPA2: The written physical education curriculum for each grade is aligned with national and/or state physical education standards. | 2 | 2 |  |
| PEPA3: Physical education promotes a physically active lifestyle. | 2 | 2 |  |
| PEPA4: Addresses time per week of physical education instruction for all elementary school students. | 0 | 0 |  |
| PEPA5: Addresses time per week of physical education instruction for all middle school students | 0 | 0 |  |
| PEPA6: Addresses time per week of physical education instruction for all high school students. | 0 | 0 |  |
| PEPA7: Addresses qualifications for physical education teachers for grades K-12. | 0 | 2 |  |
| PEPA8: Addresses providing physical education training for physical education teachers. | 0 | 2 |  |
| PEPA9: Addresses physical education exemption requirements for all students. | 0 | 2 |  |
| PEPA10: Addresses physical education substitution for all students. | 0 | 2 |  |
| PEPA11: Addresses family and community engagement in physical activity opportunities at all schools. | 0 | 0 |  |
| PEPA12: Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities. | 0 | 2 |  |

| Description | Written Policy Score | Interview Practice Score | Plan |
|--|----------------------|--------------------------|---|
| PEPA13: Addresses recess for all elementary school students. | 2 | 2 |  |
| PEPA14: Addresses physical activity breaks during school. | 0 | 2 |  |
| PEPA15: Joint or shared-use agreements for physical activity participation at all schools. | 1 | 2 |  |
| PEPA16: District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance. | 0 | 1 |  |
| Wellness Promotion and Marketing | | | |
| WPM1: Encourages staff to model healthy eating and physical activity behaviors. | 0 | 0 |  |
| WPM2: Addresses strategies to support employee wellness. | 0 | 2 |  |
| WPM3: Addresses using physical activity as a reward. | 0 | 2 |  |
| WPM4: Addresses physical activity not being used as a punishment. | 2 | 2 |  |
| WPM5: Addresses physical activity not being withheld as a punishment. | 2 | 2 |  |
| WPM6: Specifies marketing to promote healthy food and beverage choices. | 0 | 2 |  |
| WPM8: Specifically addresses marketing on school property and equipment (e.g. signs, scoreboards, sports equipment.) | 0 | 2 |  |
| WPM9: Specifically addresses marketing on educational materials (e.g. curricula, textbooks, or other printed or electronic educational materials.) | 0 | 2 |  |
| WPM10: Specifically addresses marketing where food is purchased (e.g. curricula, textbooks, or other printed or electronic educational materials) | 2 | 2 |  |
| 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.) | 0 | 2 |  |

| Description | Written Policy Score | Interview Practice Score | Plan |
|---|----------------------|--------------------------|---|
| 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 | 2 |  |
| Implementation, Evaluation & Communication | | | |
| IEC1: Addresses the establishment of an ongoing district wellness committee. | 2 | 1 |  |
| IEC8: Addresses the establishment of an ongoing school building level wellness committee. | 0 | 0 |  |

| <u>Overall District Policy Score</u> | <u>Written Policy Score</u> | <u>Interview Practice Score</u> |
|--------------------------------------|-----------------------------|---------------------------------|
| Total Comprehensiveness | 56 | 92 |
| Total Strength of Policy | 34 | 78 |