

## 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:

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
<i>Becky Hardin</i>	<i>Christy Harris</i>

Date of Review	8-1-17
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2. Are the goals listed in the current Local Wellness Policy implemented (review policy)?

<input checked="" type="radio"/> Yes	<input type="radio"/> No
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If no, what steps are being taken to ensure implementation?

Policy is being promoted more.
Participation in Marathon has become a yearly goal - <sup>much</sup> involvement.

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?

Sending home fitness logs did <u>NOT</u> work; out of the entire school only 4 were returned. Instead, pedometers are now being used in P.E. classes for students to use to maximize their physical activity time.
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4. Were recommended revisions in the last assessment adopted into policy?

<input type="radio"/> Yes	<input type="radio"/> No
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If yes, date of last revision	
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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](http://teammnutrition.usda.gov/Healthy/wellnesspolicy_steps.html) or )?

<input type="radio"/> Yes	<input type="radio"/> 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?

We can advertise it more to the students + parents
+ also ask the teachers to mention in class,

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

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

Yes	<input checked="" type="radio"/> No
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*will try next spring*

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://teamnutrition.usda.gov/Healthy/wellnesspolicy\\_steps.html](http://teamnutrition.usda.gov/Healthy/wellnesspolicy_steps.html)>

Name and title of committee members participating in assessment:

Name	Title	Relationship to the SFA
Becky Hardin	Cafe mgr	Cafe mgr
Christy Harris		principal
Beth Watts		P.E. 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?
- B\* • Did the students have a different number of minutes of physical activity?
- A\* • Did any of the campuses change available food options? /o
- Did participation in the National School Breakfast or Lunch Program change?

A. Healthy snacks are encouraged. More fresh fruits
+ vegetables are now offered
B. More minutes were added to the 7 <sup>th</sup> /8 <sup>th</sup> grade P.E. times