

## **Geyserville Unified School District Triennial**

### **Assessment**

Completed June 8, 2021

In accordance with the [2016 Final Rule](#), schools must complete an assessment of their district wellness policy every three years, at minimum. The assessment must include several components:

1. Comparison of the district's School Wellness Policy to a model policy;
2. Measurement of the extent to which the district is in compliance with the policy;
3. Description of the district's progress toward achieving the goals described in the policy.

Geyserville Unified School District used the WellSAT Triennial Assessment tools and worksheets to fulfill the requirements of the Triennial Assessment. Results are detailed below.

#### **PART 1: Comparison to a model School Wellness Policy**

- See completed WellSAT 3.0 Scorecard (attached).

#### **PART 2: Local measurement of compliance with School Wellness Policy**

- The district performed interviews with district- and school-level personnel, using the WellSAT-I tool. Scores were recorded using the WellSAT-I Scorecard and analyzed using the WellSAT Worksheet 3 (attached).

#### **PART 3: Description of the district's progress toward achieving goals described in the policy**

- See completed WellSAT Worksheet 4 (attached).

# WellSAT: 3.0

Wellness School Assessment Tool

## DISTRICT SCORECARD



Federal Requirement



Farm to School



CSPAP



### Section 1: Nutrition Education

		Rating
NE1	Includes goals for nutrition education that are designed to promote student wellness.	1
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	2
NE3	All elementary school students receive sequential and comprehensive nutrition education. Use N/A if no elementary schools in district.	1
NE4	All middle school students receive sequential and comprehensive nutrition education. Use N/A if no middle schools in district.	1
NE5	All high school students receive sequential and comprehensive nutrition education. Use N/A if no high schools in district.	1
NE6	Nutrition education is integrated into other subjects beyond health education	2
NE7	Links nutrition education with the school food environment.	1
NE8	Nutrition education addresses agriculture and the food system.	1
<i>Subtotal for Section 1</i>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100
	<b>Strength Score:</b> Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	25



### Section 2: Standards for USDA Child Nutrition Programs and School Meals



		Rating
SM1	Assures compliance with USDA nutrition standards for reimbursable school meals.	1
SM2	Addresses access to the USDA School Breakfast Program.	2
SM3	District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	0
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	0
SM5	Specifies how families are provided information about determining eligibility for free/reduced priced meals	0
SM6	Specifies strategies to increase participation in school meal programs.	0
SM7	Addresses the amount of "seat time" students have to eat school meals.	0
SM8	Free drinking water is available during meals.	2
SM9	Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	1
SM10	Addresses purchasing local foods for the school meals program.	0
<i>Subtotal for Section 2</i>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	40
	<b>Strength Score:</b> Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	20

**Section 3: Nutrition Standards for Competitive and Other Foods and Beverages****Rating**

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
NS2	USDA Smart Snack standards are easily accessed in the policy.	0
NS3	Regulates food and beverages sold in a la carte.	2
NS4	Regulates food and beverages sold in vending machines.	2
NS5	Regulates food and beverages sold in school stores.	2
NS6	Addresses fundraising with food to be consumed during the school day.	2
NS7	Exemptions for infrequent school-sponsored fundraisers.	0
NS8	Addresses foods and beverages containing caffeine at the high school level. Use N/A if no high schools in district.	0
NS9	Regulates food and beverages <b>served</b> at class parties and other school celebrations in elementary schools. Use N/A if no elementary schools in district.	1
NS10	Addresses nutrition standards for all foods and beverages <b>served</b> to students <b>after</b> the school day, including, before/after care on school grounds, clubs, and after school programming.	0
NS11	Addresses nutrition standards for all foods and beverages <b>sold</b> to students <b>after</b> the school day, including before/after care on school grounds, clubs, and after school programming.	2
NS12	Addresses food not being used as a reward.	1
NS13	Addresses availability of free drinking water throughout the school day.	2
<i>Subtotal for Section 3</i>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	69.2
	<b>Strength Score:</b> Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	53.8



**Section 4: Physical Education Physical Activity****Rating**

PEPA1	There is a written physical education curriculum for grades K-12.	2
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	2
PEPA3	Physical education promotes a physically active lifestyle.	2
PEPA4	Addresses time per week of physical education instruction for all elementary school students. Use N/A if no elementary school in district.	0
PEPA5	Addresses time per week of physical education instruction for all middle school students. Use N/A if no middle school in district.	0
PEPA6	Addresses time per week of physical education instruction for all high school students. Use N/A if no high school in district.	0
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	0
PEPA8	Addresses providing physical education training for physical education teachers.	1
PEPA9	Addresses physical education exemption requirements for all students.	0
PEPA10	Addresses physical education substitution for all students.	0
PEPA11	Addresses family and community engagement in physical activity opportunities at all schools.	0

 PEPA12	Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	1
PEPA13	Addresses recess for all elementary school students. Use N/A if no elementary schools in district.	0
 PEPA14	Addresses physical activity breaks during school.	0
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	1
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	1
<i>Subtotal for Section 4</i>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	43.75
	<b>Strength Score:</b> Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	18.75









### Section 5: Wellness Promotion and Marketing

		Rating
WPM1	Encourages staff to model healthy eating and physical activity behaviors.	2
 WPM2	Addresses strategies to support employee wellness.	1
WPM3	Addresses using physical activity as a reward.	0
WPM4	Addresses physical activity not being used as a punishment.	0
WPM5	Addresses physical activity not being withheld as a punishment.	0
WPM6	Specifies marketing to promote healthy food and beverage choices.	0
 WPM7	Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	2
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	1
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	0
WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers, etc.).	0
WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, on school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, or announcements on the public announcement (PA) system).	0
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).	1
<i>Subtotal for Section 1</i>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	41.6
	<b>Strength Score:</b> Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	16.6



## Section 6: Implementation, Evaluation, and Communication

Rating

IEC1	Addresses the establishment of an ongoing district wellness committee.	1
 IEC2	Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of 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.	1
 IEC3	Identifies the officials responsible for the implementation and compliance of the local wellness policy.	2
 IEC4	Addresses making the wellness policy available to the public.	2
 IEC5	Addresses the assessment of district implementation of the local wellness policy at least once every three years.	2
 IEC6	Triennial assessment results will be made available to the public and will include: <ol style="list-style-type: none"> <li>1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy;</li> <li>2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies;</li> <li>3. A description of the progress made in attaining the goals of the local school wellness policy.</li> </ol>	2
 IEC7	Addresses a plan for updating policy based on results of the triennial assessment.	2
IEC8	Addresses the establishment of an ongoing school building level wellness committee.	0
<i>Subtotal for Section 1</i>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	87.5
	<b>Strength Score:</b> Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	62.5



INSTITUTE FOR HEALTH RESEARCH AND POLICY



# WellSAT: 3.0

## Wellness School Assessment Tool

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### THE ASSESSMENT TOOL



Federal Requirement



Farm to School



CSPAP



NE1: Includes goals for nutrition education that are designed to promote student wellness.

Federal Rule language states that policies must include "specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness."

0	Either no goals for nutrition education are mentioned or policy clearly detracts from requirement
1	Any of the following: <ul style="list-style-type: none"> <li>• Nutrition education goal is implied</li> <li>• Policy only repeats the language of the federal wellness requirement regarding nutrition education</li> <li>• Policy only mentions "total learning environment" language and no other NE-related language included</li> </ul> <b>Examples:</b> <ul style="list-style-type: none"> <li>• "The district is committed to nutrition education"</li> <li>• "Includes goals for nutrition education...designed to promote student wellness in a manner that the local education agency deems is appropriate" (and no other NE goals are stated)</li> </ul> <p>"Enable students, through a comprehensive curriculum, to acquire the knowledge and skills necessary to make healthy lifestyle choices."</p>
2	Clear that there are specific goals for nutrition education. <b>Example:</b> "Nutrition lessons are integrated into the curriculum and the health education program."

NE2: Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.

0	Not mentioned
1	Nutrition education for development of behavioral skills is suggested. Specific skills are mentioned but none are required Skills based nutrition education is suggested outside the NE section of the policy <b>Examples:</b> <ul style="list-style-type: none"> <li>• All students should have the skills necessary to make nutritious food choices."</li> <li>• "Students will receive nutrition education that fosters the adoption and maintenance of healthy eating behaviors."</li> </ul>
2	Statement that skill-based nutrition education is required OR specific skills are identified and required (e.g., media awareness, menu planning, reading nutrition facts labels). <b>Examples:</b> <ul style="list-style-type: none"> <li>• "Nutrition education will incorporate lessons helping children acquire skills for reading food labels and menu planning."</li> <li>• "Schools will provide nutrition education lessons that cover topics such as reading a Nutrition Facts label."</li> <li>• "Nutrition education will provide the knowledge and skills necessary to promote health."</li> </ul>

NE3: All elementary school students receive sequential and comprehensive nutrition education (mark as N/A if district does not have elementary schools).

0	Not mentioned
1	Suggested. It is unclear if all elementary school students will receive nutrition education <b>Example:</b> "Nutrition lessons will be designed for integration into the curriculum and the health education program."
2	Required. It is clear that all elementary students will receive sequential and comprehensive nutrition education <b>Example:</b> "Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level (K-12)."

NE4: All middle school students receive sequential and comprehensive nutrition education (mark as N/A if district does not have middle schools).


0	Not mentioned
1	Suggested. It is unclear if all middle school students will receive nutrition education <b>Example:</b> "Nutrition lessons will be designed for integration into the curriculum and the health education program."


2	Required. It is clear that all middle school students will receive sequential and comprehensive nutrition education <b>Example:</b> "Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level (K-12)."
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NE5: All high school students receive sequential and comprehensive nutrition education (mark as N/A if district does not have high schools).	
0	Not mentioned
1	Suggested. It is unclear if all high school students will receive nutrition education <b>Example:</b> "Nutrition lessons will be designed for integration into the curriculum and the health education program."
2	Required. It is clear that all high school students will receive sequential and comprehensive nutrition education <b>Example:</b> "Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level (K-12)."

NE6: Nutrition education is integrated into other subjects beyond health education.	
0	Not mentioned
1	Vague and/or suggested <b>Examples:</b> <ul style="list-style-type: none"> <li>"...will encourage teachers to integrate nutrition education into the broader curriculum."</li> <li>"Staff shall teach, encourage, and support healthy eating by students by providing nutrition education and engaging in nutrition promotion for all grade levels throughout the school day in a number of different instructional settings. Instruction shall be integrated and include information about nutrition, exercise, and/or healthy choices that..."</li> </ul> "Instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate."
2	Requires that nutrition education be integrated into other subjects. <b>Examples:</b> <ul style="list-style-type: none"> <li>"Nutrition education will be integrated into mathematics classes."</li> <li>"Nutrition education will be integrated into the broader curriculum, where appropriate."</li> </ul> "Nutrition education is integrated into cooking lessons."


NE7: Links nutrition education with the food environment.	
0	Not mentioned
1	Vague and/or suggested <b>Example:</b> "The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and regular physical activity."
2	Requires that nutrition education be integrated into the larger school environment in concrete ways <b>Example:</b> "The nutrition education program shall work with the school meal program to develop school gardens and use the cafeteria as a learning lab."

 NE8: Nutrition education addresses agriculture and the food system.	
0	Not mentioned
1	Vague and/or suggested <b>Example:</b> "School gardens and nutrition instruction are encouraged as part of the academic curriculum."
2	Statement that students will receive education about agriculture and the food system through specific activities <b>Examples:</b> <ul style="list-style-type: none"> <li>"Each school will establish a garden club."</li> <li>"The nutrition education curriculum will use the school garden as a teaching tool."</li> </ul> "Field trips: Children will have an opportunity to visit local farms where produce is purchased for school meals."

 SM1: Assures compliance with USDA nutrition standards for reimbursable school meals. Federal Rule language states that local educational agencies must set "standards and nutrition guidelines for all food and beverages sold to students during the school day" that "are consistent with	
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applicable requirements set forth under 210.10." Additionally, the WIC Reauthorization Act of 2004 states that all wellness policies must "provide an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture."	
0	Not mentioned
1	Policy states that school meals will meet or are in compliance with USDA nutrition standards but does not link to or cite the nutrition standards <b>Example:</b> "...all foods sold/served on campus will meet USDA nutrition standards for school meals "
2	USDA standards are included in the policy or a working link to the USDA website is provided <b>Example:</b> "Meals served through the district's food services program shall comply with the National School Lunch and/or Breakfast standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 or 220.8, as applicable. (working links provided)"

SM2: Addresses access to the USDA School Breakfast Program.	
0	Not mentioned
1	Encourages or suggests participation in the School Breakfast Program or addresses breakfast without mentioning SBP by name <b>Examples:</b> <ul style="list-style-type: none"> <li>• "The district shall make every effort to offer school breakfast."</li> <li>• "The district shall operate under USDA regulations for National School Lunch and/or Breakfast Programs."</li> </ul>
2	Includes language to institutionalize the School Breakfast Program (e.g., specific reference to USDA, School Breakfast Program or CFR Part 220). <b>Example:</b> "All schools will provide breakfast through the USDA School Breakfast Program."

 SM3: District takes steps to protect the privacy of students who qualify for free or reduced priced meals. The National School Lunch Act puts restrictions on how much information can be shared from participants. The United States Department of Agriculture states "school food authorities must assure that a child's eligibility status is not disclosed at any point in the process of providing free or reduced-price meals, including notification of the availability of free or reduced-price benefits, certification and notification of eligibility, provision of meals in the cafeteria, and the point of service." N/A (district qualifies for community eligibility)	
0	Not mentioned
1	Vague/suggested <b>Example:</b> "The district should take steps to ensure that students qualifying for free or reduced priced meals are not overtly identified in any way."
2	District has implemented plans to protect student privacy which include methods used (in addition to following relevant regulations) <b>Example:</b> "The cafeterias are cashless—all students, regardless of the type of payment they make for school meals, or the food being purchased (meal or a la carte) are given a code to enter at the cash register."

SM4: Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	
0	Not mentioned
1	Suggests that students with unpaid balances should be given a nutritious meal, with efforts to reduce stigma <b>Example:</b> "Schools should avoid stigmatizing students who are unable to pay for their meal."
2	Requires that students with unpaid balances are given the regular reimbursable meal and not stigmatized <b>Examples:</b> <ul style="list-style-type: none"> <li>• "It is prohibited for students with unpaid balances to be shamed in any way, including by announcing their names, using hand stamps to identify them, making them use a different serving line, or sending home clearly marked notices that they have an unpaid balance."</li> <li>• "Schools must serve students a reimbursable meal, regardless of whether the student has money to pay or owes money."</li> <li>• "Schools will not throw away a student's meal because the student has an unpaid balance."</li> <li>• "Schools will reach out to the family of a child with an unpaid balance to assess whether the child is eligible for free or reduced price meals."</li> </ul>


SM5: Specifies how families are provided information about determining eligibility for free/reduced price meals.	
0	Not mentioned




1	Vague/suggested <b>Example:</b> "Parents should be informed that the application is available online and should be completed by..."
2	Clear procedure for providing information is in place <b>Example:</b> "Applications for free/reduced priced meals are sent home to all families at the beginning of the school year. The application is also available on the district website."

SM6: Specifies strategies to increase participation in school meal programs.	
0	Not mentioned
1	Mentions vague and/or suggested strategies <b>Examples:</b> <ul style="list-style-type: none"> <li>• "School meals shall be made attractive to students by appealing to their taste preferences."</li> <li>• "To the extent possible, school and transportation schedules shall be designed to encourage participation in school meal programs."</li> </ul>
2	Requires specific strategies, such as limiting access to competitive foods in the cafeteria, requiring that all high school students have a scheduled lunch period, prohibiting students from promotional mailings or events, use of Smarter Lunchroom strategies, altered bus schedules, student input on the menu, "Grab and Go" or Breakfast in the Classroom <b>Examples:</b> <ul style="list-style-type: none"> <li>• "Students will have the opportunity to provide input on local, cultural, and ethnic favorites."</li> <li>• "Shall provide periodic food promotions to encourage taste testing of healthy new foods being introduced on the menu."</li> <li>• "Morning bus routes will be scheduled to allow students to arrive at school in time to eat breakfast."</li> <li>• "Tutoring, club or organizational meetings will not be scheduled during the lunch period unless students are allowed to purchase lunch to be consumed during meetings"</li> <li>• "The district shall use the USDA's Smarter Lunchroom tools and other resources available on the USDA website."</li> <li>• "The district discourages consumption of competitive foods in place of school meals by limiting competitive food choices during mealtimes in the cafeteria."</li> <li>• "Snack foods may not be purchased during meals."</li> </ul>


SM7: Addresses the amount of "seat time" students have to eat school meals.	
0	Not mentioned
1	Vague and/or suggests a specific amount of time <b>Examples:</b> <ul style="list-style-type: none"> <li>• "Schools are encouraged to permit all full-day students a daily lunch period of not less than 20 minutes."</li> <li>• "Personnel will schedule enough time so students do not have to spend too much time waiting in line."</li> <li>• "Schools are required to provide all full day students a daily lunch period of not less than 20 minutes." (not clear how much of that time is "seat time")</li> </ul>
2	Requires meal periods to include at least 10 minutes of "seat time" for breakfast (if offered) and at least 20 minutes of "seat time" for lunch <b>Example:</b> "After obtaining food, students will have at least 20 minutes to eat lunch."

 SM8: Free drinking water is available during meals. Federal Rule language states that schools "must make potable water available to children at no charge in the place where lunches are served during the meal service, consistent with amendments made by section 203 of the HHFKA, and in the cafeteria during breakfast meal service."	
0	Not mentioned
1	Drinking water is available, but accessibility is unclear <b>Example:</b> "Drinking water is available in the cafeteria upon request." "Water should be available in the cafeteria."
2	Free drinking water is available for self-service in the cafeteria <b>Examples:</b> <ul style="list-style-type: none"> <li>• "Water fountains or water filling stations are available in all cafeterias."</li> <li>• "Water jugs and cups will be present in the cafeteria and supervisory staff will allow students to access water throughout the meal period."</li> <li>• "Free water will be available in the cafeteria during meal times."</li> </ul>


 SM9: Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.

Training requirements include: new and current directors: 12 hours; new and current managers: 10 hours; new and current staff: 6 hours. Requirement information available at: <https://www.gpo.gov/fdsys/pkg/FR-2015-03-02/pdf/2015-04234.pdf>.

0	Not mentioned
1	Training suggested, but unclear if USDA requirement is met <b>Examples:</b> <ul style="list-style-type: none"> <li>• "All food service personnel will have adequate training in food service operations."</li> <li>• "All food service personnel shall receive pre-service training in food service operations."</li> </ul>
2	It is clear that USDA requirement for training and/or continuing education is being met. <b>Examples:</b> <ul style="list-style-type: none"> <li>• "The USDA Professional Standards for State and Local Nutrition Programs are followed to ensure that professional development in the area of food and nutrition is provided for food service directors, managers and staff. New and current food service directors must have at least 12 hours; new and current managers must have at least 10 hours; new and current staff must have at least 6 hours"</li> <li>• "All school nutrition program directors, managers and staff will meet hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs."</li> </ul>

 SM10: Addresses purchasing local foods for the school meals program. Procurement is one of the three components of the farm to school program. Procurement is defined as local foods that are purchased, promoted, and served in the cafeteria or as a snack or taste-test. USDA farm to school program available at: <https://www.fns.usda.gov/farmtoschool/farm-school>

0	Not mentioned
1	Mentions vague and/or suggested strategies <b>Examples:</b> <ul style="list-style-type: none"> <li>• "Schools are encouraged to make available locally grown produce available."</li> <li>• "Schools are encouraged to source fresh fruits and vegetables from local farmers where practicable."</li> </ul>
2	Local foods will be purchased and promoted <b>Examples:</b> <ul style="list-style-type: none"> <li>• "School meals will include fresh, locally-grown foods in school meals from farms engaged in sustainable practices whenever possible and these foods will be promoted in the cafeteria."</li> <li>• "Cafeteria will regularly provide taste tests for locally grown products."</li> </ul>

 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. The school day begins at midnight the night before and goes until 30 minutes after the final bell. Federal Rule language states that policies must contain "standards and nutrition guidelines for all foods and beverages sold to students during the school day on each participating school campus under the jurisdiction of the local educational agency."

0	Not mentioned
1	Vague and/or suggested. Any of the following: <ul style="list-style-type: none"> <li>• Specifies meeting nutrition standards for competitive foods, but does not show: specific standards that document compliance OR specify USDA Smart Snacks OR specify federal requirements.</li> <li>• Lists some, but not all standards/ implies partial compliance</li> <li>• Requires Smart Snacks for foods or beverages, but not both.</li> </ul> <b>Examples:</b> <ul style="list-style-type: none"> <li>• "All foods sold to students outside of school meals shall meet district nutrition standards" (district nutrition standards do not meet Smart Snacks)</li> <li>• "All beverages sold must meet Smart Snack nutrition standards."</li> </ul>

# WellSAT-I

Wellness School Assessment Tool – Interview to Match WellSAT 3.0





## Nutrition Education



Federal Requirement



School-level Item

Section 1: Nutrition Education (NE)			
Interviewees: head of curriculum or health/nutrition teacher, food service director			
Person to be interviewed: Date of interview:			Score
	NE1	Does the school district have specific goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum?	2
	NE2	How would you describe the nutrition education you provide? Are didactic methods used to increase student knowledge? Are skills-based, behavior focused, and interactive/participatory methods used to develop student skills?	2
	NE3	Do all elementary school students receive sequential and comprehensive nutrition education?	n/a
	NE4	Do all middle school students receive sequential and comprehensive nutrition education?	n/a
	NE5	Do all high school students receive sequential and comprehensive nutrition education?	2
	NE6	Is nutrition education integrated into other subjects beyond health education?	2
	NE7	Is nutrition education linked with the school food environment?	2
	NE8	Does nutrition education address agriculture and the food system?	2

# WellSAT-I

Wellness School Assessment Tool – Interview to Match WellSAT 3.0






## Standards for School Meals



Federal Requirement



School-level Item

Section 2: Standards for USDA Child Nutrition Programs and School Meals (SM)			
Interviewees: food service director			
Person to be interviewed: Date of interview:			Score
	SM1	Have there been parts of the Healthy Hunger-Free Kids Act (HHFKA) regulations for breakfast or lunch that have been challenging to implement? If yes, are there features of the district's meal program that are not yet in compliance?	2
	SM2	Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students?	2
	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? (Score 2 if district provides universal free meals).	2
	SM4	How does the district handle unpaid balances? Follow up questions: How are the student and parents notified? Is the student identified in the cafeteria? Is the student refused a meal, given a different meal, or given the regular meal? (Score 2 if district provides universal free meals).	2
	SM5	How are families provided information about eligibility for free/reduced priced meals?	2
	SM6	Are specific strategies used to increase participation in the school meal programs? If yes, please describe.	2
	SM7	How long are the breakfast (if applicable) and lunch periods? Within that time, how much time do students typically have to sit down and eat their meals.	
	SM8	Is free (i.e., no cost to students) drinking water available to students during meals (i.e., do not include water for sale). Follow up questions can include: Does the cafeteria have water fountains? Are there a sufficient number of working water fountains? Can students take water back to the table or do they need to drink at the fountain? Do students perceive the water and fountains to be clean and safe?	2
	SM9	What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards?	2
	SM10	Addresses purchasing local foods for the school meals program.	1

# WellSAT-I

Wellness School Assessment Tool – Interview to Match WellSAT 3.0







## Nutrition Standards




Federal Requirement



School-level Item

Section 3: Nutrition Standards for Competitive and Other Foods and Beverages (NS)			
Interviewees: food service director/school principal			
Person to be interviewed: Date of interview:			Score
	NS1	Are there any foods 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 Snacks nutrition standards?	2
	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? Can you tell me how you do this?	2
	NS3	Are there competitive foods/beverages sold <b>a la carte</b> in the cafeteria during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2
	NS4	Are there food or beverage <b>vending machines</b> 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?	2
	NS5	Are there food or beverages sold in <b>school stores</b> during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2
	NS6	Are there food or beverage <b>fundraisers</b> that sell items to be consumed during the school day? If yes, who is in charge of approving in-school fundraising activities? How confident are you that the people conducting fundraisers understand Smart Snacks nutrition standards? How confident are you that items sold in fundraisers meet Smart Snacks standards?	2
	NS7	(Before asking this question look up the state policy on fundraiser exemptions at the bottom of this page: <a href="https://www.ihrp.uic.edu/content/research-products-national-wellness-policy-study">https://www.ihrp.uic.edu/content/research-products-national-wellness-policy-study</a> . If 0 exemptions, item is n/a). Your state [fill in] has adopted an exemption policy that allows for [fill in] school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks. Are you familiar with this state law?	2
	NS8	Are foods or beverages containing caffeine sold at the high school level?	2

	NS9	<p>How often do food-based celebrations occur during the school day in elementary schools (e.g., birthday parties, holiday parties)? Does the district have nutrition standards (such as Smart Snacks) that regulate what can be served? How are these regulations communicated? How confident are you that the regulations are followed consistently? If food-based celebrations are not permitted, how confident are you that they do not occur?</p>	N/A
	NS10	<p>Are foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming?</p>	2
	NS11	<p>Addresses nutrition standards for all foods and beverages <b>sold</b> (not served) to students <b>after the school</b> day, including before/after care on school grounds, clubs, and after school programming</p>	2
	NS12	<p>Do teachers use food as a reward in the classroom for good student behavior (e.g., giving out candy for a right answer; having a pizza party when students finish a unit).</p>	2
	NS13	<p>Do students have consistent and easy access to water throughout the school day? If yes, how? Follow up questions: Are students are permitted to carry water bottles with them throughout the school day? Are there water fountains or free water filling stations throughout the school? Is bottled water is for sale during the school day?</p>	2

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Wellness School Assessment Tool – Interview to Match WellSAT 3.0





## Physical Education and Physical Activity Section




Federal Requirement



School-level Item

Section 4: Physical Education & Physical Activity (PEPA)			
Interviewees: physical education teacher/head of curriculum			
Person to be interviewed: Date of interview:			Score
	PEPA1	Does the district have a written physical education curriculum that is implemented consistently for every grade?	2
	PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	2
	PEPA3	How does your physical education program promote a physically active lifestyle?	2
	PEPA4	How many minutes per week of PE does each grade in elementary school receive?	2
	PEPA5	How many minutes per week of PE does each grade in middle school receive?	2
	PEPA6	How many minutes per week of PE does each grade in high school receive?	2
	PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	2
	PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	0
	PEPA9	A PE exemption is when students are permitted to not take PE because of enrollment in other courses such as math, science or vocational training. This does not include exemptions due to disability, religious or medical reasons. What percentage of students do you estimate do not take PE each year due to exemptions?	2
	PEPA10	A PE substitution is when students are permitted to not take PE because they are engaged in another physical activity such as JORTC or other school sports. What percentage of students do you estimate do not take PE each year due to substitutions?	2
	PEPA11	Are there opportunities for families and community members to engage in physical activity at school? If yes, please describe. How frequently does this occur?	1
	PEPA12	Are there opportunities for all students to engage in physical activity before and after school? If yes, please describe. How frequently does this occur?	2

	PEPA13	Is there daily recess for all grades in elementary school? If no, how many days per week is recess offered, and for which grades? How long is recess when it is offered?	2
	PEPA14	Do teachers provide regular physical activity breaks for students in the classroom? If yes, please describe. How frequently do they occur? Do all teachers conduct physical activity breaks with their students?	2
	PEPA15	When school is not in session, do community members use indoor and outdoor school building and grounds facilities? Does the district have a "joint-use" or "shared-use" agreements?	2
	PEPA16	What proportion of students walk or bike to school? How frequently do they do that?	2



# WellSAT-I

Wellness School Assessment Tool – Interview to Match WellSAT 3.0


## Wellness Promotion and Marketing



Federal Requirement



School-level Item

Section 5: Wellness Promotion and Marketing			
Interviewees: principal/teacher/food service director			
Person to be interviewed: Date of interview:			Score
	WPM1	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students? If yes, how does the school encourage this behavior?	1
	WPM2	Are there strategies used by the school to support employee wellness? Please describe.	2
	WPM3	Are teachers encouraged to use physical activity as a reward for students? For example, providing extra recess, taking a walk around the school, or playing an active game in the classroom.	1
	WPM4	Do teachers ever use physical activity as a punishment?	2
	WPM5	Do teachers ever withhold physical activity as a classroom management tool?	2
	WPM6	Are marketing strategies used to promote healthy food and beverage choices in school? If yes, what foods and beverages are promoted, and how is it done?	2
	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?	2
	WPM8	Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)?	2
	WPM9	Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)?	
	WPM10	Is there food or beverage marketing where food is purchased (e.g., logos on exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, or trash and recycling containers)	2
	WPM11	Is there food or beverage 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)?	2
	WPM12	Is there food or beverage marketing through fundraisers and corporate-incentive programs?	1

# WellSAT-I

Wellness School Assessment Tool – Interview to Match WellSAT 3.0








## Wellness Promotion and Marketing



Federal Requirement



School-level Item

Section 6: Implementation, Evaluation, and Communication (IECH)			
Interviewee: district level official/principal			
Person to be interviewed: Date of interview:		Score	
	IEC1	Is there an active district level wellness committee?	1
	IEC2	Which groups are represented on the district level wellness committee? (check all that apply). Note an individual can represent more than one role. <ul style="list-style-type: none"> <li>• parents</li> <li>• students</li> <li>• school food authority representative</li> <li>• physical education teacher</li> <li>• school health professional (nurse, social worker, school psychologist)</li> <li>• school board member</li> <li>• school administrator</li> <li>• community member</li> </ul>	2
	IEC3	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school? If yes, who are those individuals? How do they ensure compliance?	2
	IEC4	How is the wellness policy made available to the public? Is it available online? How often is the public informed where to find the policy?	2
	IEC5	How does the committee assess implementation of the wellness policy? How often does this assessment occur?	2
	IEC6	What is included in the triennial assessment report to the public? Note: the requirement is to include: <ol style="list-style-type: none"> <li>1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy.</li> <li>2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies.</li> <li>3. A description of the progress made in attaining the goals of the local school wellness policy.</li> </ol>	2
	IEC7	Has the wellness policy been revised based on the triennial assessment?	1
	IEC8	Is there an active school level wellness committee?	1

## WORKSHEET 4: SUMMARY OF FINDINGS

This worksheet can be used to create narrative descriptions to post alongside sections from Worksheet 3: Identifying Connections between Policy and Practice. The purpose of these narratives is to describe the district's progress toward meeting their wellness goals. Not all districts will have information to share in all four sections.



### SECTION 1: STRONG POLICIES AND ALIGNED PRACTICES

If applicable, write a narrative below to describe your district's areas of success in meeting its wellness goals.

This assessment proved that our district has strong policies and aligned practices in 12 out of 18 areas that are federally required, areas which we are committed to continue to improve.

Geyserville Unified School District has successfully detailed in the LSWP and implemented, at the local level, wellness practices related to Nutrition Education, standards for USDA programs and school meals, nutrition standards for competitive foods and beverages, physical activity, and wellness promotion and marketing, even during school closures due to COVID-19. Our efforts included providing USDA compliant meals following various service models to meet the needs of our community, including Grab n' Go meals, and physical education activities delivered virtually.

It is our commitment that the results of this completed triennial assessment are made easily available to the public every three years.



### SECTION 2: CREATE PRACTICE IMPLEMENTATION PLAN

If applicable, write a narrative below to describe how your district will create practice implementation plans to ensure full compliance with all elements of the LSWP.

The area of focus to be addressed in this section is Wellness Promotion. The wellness committee will work to create a plan and target goals to support employee wellness. Especially during these pandemic times, we acknowledge the importance of mental health and our district will work on finding ways we can bring some of the principles of mental health and well-being to life in our departments by promoting self-care and fostering a culture of wellness at work.

Completed June 8, 2021

In addition, it's most important that our district and school consider the impact of the COVID-19 challenges and experiences when developing our plans for supporting students and staff upon returning to school and throughout the year.



### SECTION 3: UPDATE POLICIES

If applicable, write a narrative below to describe how the district will update its policy to include all federally required items. You may also add plans for additional policy updates if desired.

The District Wellness Committee has reviewed the Updated Policies section and will prioritize creating a three year plan for Nutrition Education activities.

Additionally, the Committee will review the sections of the policy that contain weak language and will request community input on updating the sections related to Nutrition Education, unpaid balances and program eligibility, as well as USDA professional development for school food service staff.

Our committee plans to recruit active committee members who can support the development of strong policy language in the areas of physical education and physical activity opportunities during and after school.

Geyserville district acknowledges that having a strong written policy will ensure clear communication with the school community and our families.



### SECTION 4: OPPORTUNITIES FOR GROWTH

If applicable, write a narrative below to describe how your district will update its policy and practices to include all federally required items. You may also add plans for additional wellness goals if desired.

The District Wellness Committee has reviewed the Opportunities for Growth and will prioritize plans related to farm to school, and establish a committee at the school site level to ensure implementation of the policy at the local level.

Based on the results of this Triennial Assessment, the Wellness Committee will develop an action plan for the next 3 years.

## USDA Nondiscrimination Statement

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- (1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

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