

Kentucky Local Wellness Policy Triennial Assessment

In accordance with the [U.S. Department of Agriculture's Final Rule: Local School Wellness Policy Implementation](#), all sponsors participating in the National School Lunch or School Breakfast Program must complete an assessment of their local wellness policy (LWP), at minimum, once every three years. The following report will act as an assessment of the district's LWP. It is recommended that all Kentucky sponsors use the Kentucky Local Wellness Policy Triennial Assessment to fulfill the program requirements.

The assessment must measure the following:

1. Sponsor's compliance with their local wellness policy
2. Sponsor's progress toward meeting their local wellness policy goals
3. How the language in the sponsor's wellness policy compares to the model wellness policy.

Instructions:

Before you begin the assessment, please read through the entire instruction section. Next, follow steps 1-4 to complete the Triennial Assessment Report. The report template can be found on page two of this document. Please note, the brackets with a gray background are editable (**{Example of Editable Field}**).

STEP 1: Policy Assessment

- Requirement: assess compliance with the local wellness policy.
- How to complete section 1 of the report:
 - Select the people who are participating in the development, implementation, and evaluation of our wellness policy.
 - Select how the public receives notice that they're available to participate in the Local Wellness Process.
 - List and review your district's goals for each of the 7 required policy components and mark with an "X" which column best suits the degree of compliance for each required policy component (Fully in Place, Partially in Place, Not in Place).

STEP 2: Policy Progress and Improvement

- Requirement: describe the overall progress made toward meeting policy goals.
- How to complete: In section 2 of the report, provide a description that includes how you will implement further steps and activities and improvement bases on the information entered in Step 1.

STEP 3: Model Policy Comparison

- Requirement: describe policy strengths and areas for improvement based on the findings of the WellSAT.
- How to complete: First, complete the WellSAT assessment (see below for instructions). Based on the results from WellSAT, provide a brief description of the LWP strengths and areas of improvement in section 3 of the report.
- How to complete the WellSAT: You can complete the WellSAT assessment either electronically OR by hard copy. Go to wellsat.org. Note: Retain a copy of the completed assessment and attach to this assessment.

STEP 4: Record Keeping

- Requirement: each LEA must retain records and make available to the public to document compliance.
- How to complete: Share your progress with your school community by posting it your nutrition services or district webpage.

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Wellness Policy Triennial Assessment Report

Previous Date Completed: {2017-2018}

Date Completed: {2023-2024}

A local wellness policy directs efforts to create a healthier school environment. Effective wellness policies support a culture of well-being by establishing healthful practices and procedures for students, staff, and families. Schools/districts participating in the federal Child Nutrition Programs are required to complete an assessment of their local wellness policy, at minimum, once every three years. This report summarizes policy objectives and details the results of the most recent evaluation. For questions regarding the results, contact {Name and Contact Information}.

Section 1: Policy Assessment

We encourage administrators, school food service staff, parents, school board members, school health professionals, students, and the general public to participate in the development, implementation, and evaluation of our wellness policy. Currently the committee is comprised of the following (check all that apply):

- | | |
|--|---|
| <input checked="" type="checkbox"/> Administrators | <input checked="" type="checkbox"/> School Food Service Staff |
| <input type="checkbox"/> P.E. Teachers | <input type="checkbox"/> Parents |
| <input type="checkbox"/> School Board Members | <input checked="" type="checkbox"/> School Health Professionals |
| <input checked="" type="checkbox"/> Students | <input type="checkbox"/> Public |

How does the public receive notice that they're available to participate in development, implementation, and evaluation of the district's wellness policy (check all that apply):

- ☒ Advertisement on the public website
- ☐ It is announced at board meetings
- ☐ Recruitment amongst staff and students
- ☐ Advertisement at family enrichment activities
- ☐ Other (please explain):

Required Policy Component Goals and Action Steps

1. Nutrition Education Goals (insert your district's goals below as defined by your district's policy)

Goals What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start Dates	Measurement How is progress measured?	Stakeholders Who will be involved and/or impacted?	Is this Goal in place?		
					Fully in Place	Partially in Place	Not in Place
Awareness of eating a healthy diet and how it impacts overall health.	a) Providing information on healthy eating habits b) Discuss with students the benefits. c) Follow-up mid-year to discuss challenges and determine additional communication needed.	24-25 school year	– Verbal check-ins with staff to ensure compliance. – Teacher survey at end of school year.	Teachers, Staff, students		X	
Create understanding of a balanced diet	Food Pyramid/Food graphs showing actual serving sizes within a balanced diet.	24-25	-Meeting with Students and staff throughout the year. -Student survey	Teachers, Staff, students		X	
Hydration-Importance of drinking water	Providing HOTI water bottles to students and staff. Promote through the Local Water Co.	24-25	Student/Staff Survey	Students/Staff		X	
Smart Snack Program	Fresh Fruit options for snacks	24-25	Student involvement	Students		X	

2. Nutrition Promotion (insert your district's goals below as defined by your district's policy)

Goals What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start Dates	Measurement How is progress measured?	Stakeholders Who will be involved and/or impacted?	Is this Goal in place?		
					Fully in Place	Partially in Place	Not in Place
Promoting Healthy Eating	Posters/Banners describing benefits of a healthy diet.	24-25	Student Survey	Students/Staff		X	
Promoting Healthy Snacks	Promotion through banners/posters	24-25	Student survey	Students			x
Promoting Fruits and Vegetables	Onsite Gardens/Growing Classes	24-25	Student involvement	Student/Staff		X	

3. Food and Beverage Marketing Guidelines on School Grounds (insert your district's goals below as defined by your district's policy)

Goals What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start Dates	Measurement How is progress measured?	Stakeholders Who will be involved and/or impacted?	Is this Goal in place?		
					Fully in Place	Partially in Place	Not in Place
Limit soda and other high fructose corn syrup drinks	Promotion through banners/Water stations	24-25	Student survey	Students			X
Meat Alternatives	Promoting Meat Alternatives for meals through posters/ Classes	24-25	Student Engagement	Students		X	

Water	Promoting Benefits of drinking water/Water stations/Water fountains-LWC	24-25	Student Survey	Students/Staff			X
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4. Nutrition guidelines for all foods and beverages available but NOT SOLD on school grounds (i.e., classroom celebrations, rewards, etc.) (insert your district's goals below as defined by your district's policy)

Goals What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start Dates	Measurement How is progress measured?	Stakeholders Who will be involved and/or impacted?	Is this Goal in place?		
					Fully in Place	Partially in Place	Not in Place
Reduce Processed items.	Promoting alternatives to processed foods-Fruit and veggie snacks	24-25	Survey	Student/Staff			X
Sugar-Free Drinks	Fruit based drinks-Energy Powders	24-25	Survey	Students		X	
Desserts	Incorporating alternatives to cake and other high sugar content items	24-25	Survey	Students			X

5. Nutrition guidelines for all foods and beverages available SOLD on school grounds (i.e., a la carte, school stores, vending machines, etc.) (insert your district's goals below as defined by your district's policy)

Goals What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start Dates	Measurement How is progress measured?	Stakeholders Who will be involved and/or impacted?	Is this Goal in place?		
					Fully in Place	Partially in Place	Not in Place
Reduce Processed items.	Promoting alternatives to processed foods-Fruit and veggie snacks	24-25	Survey	Student/Staff			X

Sugar-Free Drinks	Fruit based drinks-Energy Powders	24-25	Survey	Students		X	
Desserts	Incorporating alternatives to cake and other high sugar content items	24-25	Survey	Students			X

6. Physical Activity (insert your district's goals below as defined by your district's policy)

Goals What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start Dates	Measurement How is progress measured?	Stakeholders Who will be involved and/or impacted?	Is this Goal in place?		
					Fully in Place	Partially in Place	Not in Place
Activity/Running	Couch to 5K	23-24	Involvement	Students/Staff	X		
Physical Activity	Promoting Physical activity through the day-Gym, workout Rm, Swimming	24-25	Survey/Involvement	Students		X	
Forget the Screens	Less Screen time, More movement	24-25	Involvement	Students/Staff			X

7. Other School Based Activities (insert your district's goals below as defined by your district's policy)

Goals What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start Dates	Measurement How is progress measured?	Stakeholders Who will be involved and/or impacted?	Is this Goal in place?		
					Fully in Place	Partially in Place	Not in Place
School Lunch Student Advisory Group	Feedback and Promotion of the Dietary program.	24-25	Meetings/Survey/Feedback	Students			X

Taste Testing Panel	Feedback on quality and taste of Dietary Foods	24-25	Samples/Feedback/Survey	Students/Staff			X
Culinary Lessons/Life Lessons	Teach students how to cook or prepare simple menu items.	25-26	Involvement	Students/Staff			X

Section 2: Policy Progress and Improvement

{Based on the above information, provide a description on how you will implement further steps and activities for improvement on all goals that are 'Partially in Place' and 'Not in Place'}

Section 3: Model Policy Comparison

A required component of the triennial assessment is to utilize the Rudd Center's Wellness School Assessment Tool (WellSAT) for comparison of the local wellness policy to a model wellness policy. The WellSAT includes 67 best practice policy items related to nutrition education; nutrition standards for foods; physical education and activity; wellness promotion and marketing; and implementation, evaluation, and communication. The comparison identifies policy strengths and areas for improvement, *please attach a copy of your district's Well SAT report to this assessment.*

Local Wellness Policy Strengths

{Based on the comparison of your district's policy vs. the Wellness School Assessment Tool (WellSAT) please list all of your district's Local Wellness Policy Strengths. Examples could include (but not limited to) nutrition education, physical education and activity, etc.}

Areas for Local Wellness Policy Improvement

{Based on the comparison of your district's policy vs. the WellSat, please list all the areas for improvement for your district's Wellness Policy. In this section, also please explain what steps you will take to improve on these areas. Examples could include (but not limited to) wellness promotion and marketing, nutrition education, etc.}