**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.

**Local Wellness Policy: Triennial Assessment**

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

|  |  |
| --- | --- |
| LEA (Local Education Agency) Name | Essex Community School |
| Date Triennial Assessment was Completed | 1-31-2025 |
| Date of Last Wellness Policy Review | 1-7-2025 |
| Website address for the policy, updates, and assessment results and/or information on how the public can access copies | Essex Community School |
| How often does the school wellness committee meet? Date of last meeting? | *We meet once a year. 1-7-25* |

**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** |
| Stephanie Sholes | Director/cook | sholess@essex.k12.ia.us |

**School Wellness Committee Members**

|  |  |  |
| --- | --- | --- |
| **Name** | **Job Title/Volunteer** | **Email** |
| Elizabeth Shirley | nurse | shirleye@essex.k12.ia.us |
| Vikki Hume | Principal | humev@essex.k12.ia.us |
| Kathleen Mortimore | k-5 sp. Ed. teacher | mortimorek@essex.k12.ia.us |
| Stephanie Sholes | Director/cook/teacher | sholess@essex.k12.ia.us |
| Mike Wells | Superintendent | wellsm@essex.k12.ia.us |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Local Wellness Policy: Triennial Assessment**

**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** |
| We have that children need to be active and eat healthy.  What we should offer in classrooms for parties and special events.  Goals for physical education and activity. Don’t withhold food as punishment  Don’t reward kids with candy | could add what our community needs are.  School health assessment results.  New scientific info about health and wellness  We could fundraise |

**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).

**Local Wellness Policy Progress Report**

**School Name:**

**Wellness Policy Contact:**

**Date Completed:**

This tool is to document progress in meeting the goals written in the district’s wellness policy at each school building. Document steps that have or will be taken to accomplish each goal. In the “Contact Person” column identify the individual who can report on the goals’ progress. The items that are completed at the district level should be pre-filled to inform all school staff of the implementation status of those goals. Add more lines for goals as needed.

**Nutrition Education and Promotion Goals**

| **District Wellness Policy Goals** | **Contact Person** | **Fully in Place** | **Partially in Place** | **Not in Place** | **List steps that have been taken to implement goal and list challenges of implementation.** | **List next steps that will be taken to fully implement and/or expand on goal.** |
| --- | --- | --- | --- | --- | --- | --- |
| 1. We talk about why foods are healthy and what they do in the body at lunch and In classrooms. | Stephanie Sholes |  | x |  | Nutrition education is part of the lunch program and in classrooms | Make a notebook for the kids on the foods they tried an why they are healthy. Gets the teacher talking about health more. |
| 2 Trying new fruits and vegetables. | Stephanie Sholes | x |  |  | Started introducing fresh options. | Keep going and keep offering |
| 3. We try foods from around the world | Stephanie Sholes | x |  |  | The kids get to pick a country from the hat and then they learn about the culture and pick a food we will make for the whole school at lunch | Keep this up |

**Physical Activity Goals**

| **District Wellness Policy Goals** | **Contact Person** | **Fully in Place** | **Partially in Place** | **Not in Place** | **List steps that have been taken to implement goal and list challenges of implementation.** | **List next steps that will be taken to fully implement and/or expand on goal.** |
| --- | --- | --- | --- | --- | --- | --- |
| 1. For a healthier community | Stephanie |  | x |  | More fresh food and movement |  |
| 2. |  |  |  |  |  |  |

**Other School Based Activities Goals**

| **District Wellness Policy Goals** | **Contact Person** | **Fully in Place** | **Partially in Place** | **Not in Place** | **List steps that have been taken to implement goal and list challenges of implementation.** | **List next steps that will be taken to fully implement and/or expand on goal.** |
| --- | --- | --- | --- | --- | --- | --- |
| 1.  More phycial movement | Steph/ray/shirley | x |  |  | Recess and gym |  |
|  |  |  |  |  |  |  |

**Standards and Nutrition Guidelines for All Foods and Beverages *Sold* to Students During the School Day (e.g. vending, school stores, etc.)**

| **District Wellness Policy Goals** | **Contact Person** | **Fully in Place** | **Partially in Place** | **Not in Place** | **List steps that have been taken to implement goal and list challenges of implementation.** | **List next steps that will be taken to fully implement and/or expand on goal.** |
| --- | --- | --- | --- | --- | --- | --- |
| 1. We will start selling fruit and veg | stephanie |  | x |  | Just started to sell extra fruits |  |
| 2. |  |  |  |  |  |  |

**Standards for All Foods and Beverages *Provided* (not sold) to Students During the School Day (e.g. class parties, foods given as reward, etc.**

| **District Wellness Policy Goals**  NSLP | **Contact Person**  **Stephanie Sholes** | **Fully in Place** | **Partially in Place** | **Not in Place** | **List steps that have been taken to implement goal and list challenges of implementation.** | **List next steps that will be taken to fully implement and/or expand on goal.** |
| --- | --- | --- | --- | --- | --- | --- |
| 1.  More fresh foods |  | x |  |  | Buying mostly fresh |  |
| 2.  Making more food from scratch |  | x |  |  | Bc something out of a box is not healthy if its been processed | Hopefully with more classroom help we can fully commit |

**Polices for Food and Beverage Marketing**

| **District Wellness Policy Goals** | **Contact Person** | **Fully in Place** | **Partially in Place** | **Not in Place** | **List steps that have been taken to implement goal and list challenges of implementation.** | **List next steps that will be taken to fully implement and/or expand on goal.** |
| --- | --- | --- | --- | --- | --- | --- |
| 1.  We dont |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |

**This institution is an equal opportunity provider.**