

Single Site Sponsor

This document is intended for use only by sponsors operating a single site. Sponsors operating more than one site should use the Triennial Assessment of the Local School Wellness Policy Tool and the School Level Triennial Assessment Tool.

Local School Wellness Policy

Sponsors participating in the National School Lunch Program pages, 26, 38, 42, 47 and/or School Breakfast Program are required to develop a local school wellness policy that promotes the health of students and addresses the problem of childhood obesity. Wellness policies are tailored to the unique needs of each sponsor and present an opportunity to improve the health of each community.

The USDA Food and Nutrition Services (FNS) finalized regulations found at [7 CFR 210.31](#) to create a framework and guidelines for written wellness policies established by sponsors. The final rule required sponsors to begin developing revised local school wellness policies during the 2016-2017 school year. The revised policy was to be in place by June 30, 2017.

Triennial Assessment Requirements

Based on the July 1, 2017 required implementation of the local school wellness policy regulations, the first triennial assessments were originally due on June 30, 2020, however, USDA released an initial waiver extending the deadline to June 30, 2021. An additional extension was granted via [COVID-19: Child Nutrition Response #98](#) further delaying the deadline to **June 30, 2022**. Any sponsors who chose to delay the deadline to the June 30, 2022 extension date, must also complete a second triennial assessment by June 30, 2025.

The regulations found at [7 CFR 210.31\(e\)](#) require sponsors, at least once every three years, to assess compliance with the policy and make the assessment results available to the public. The assessment must measure the implementation of the local school wellness policy, and include:

- The extent to which schools under the jurisdiction of the sponsor are in compliance with the local school wellness policy;
- The extent to which the sponsor's school wellness policy compares to the [model local school wellness policies](#); and
- A description of the progress made in attaining the goals of the local school wellness policy.

Options and Tools for Conducting the Triennial Assessment

Sponsors have flexibility in developing tools that will assess compliance with the specific components of their local school wellness policy. Sponsors in Oregon have the option to develop their own tool, use the [WellsAT 3.0](#) tool, or to use the simplified tool below.

Step 1:

The first step a sponsor must take in conducting their Triennial Assessment is to compare their written LSWP to a [model policy](#). The purpose of comparing a sponsor's school wellness policy to a model policy is to identify areas of strength, opportunities for improvement, and to identify where the sponsor might adopt language to make their wellness policy stronger. This is a useful exercise for school wellness committees to complete together, if possible.

Model Wellness Policy Comparison Results Template

Component	Description
Model LSWP Used for Comparison	
Areas of Strength	1. Closely follows the model policy EFA provided by Oregon School Boards Association
	2. staff implemented a wellness program via an OEA trust grant for the period 5/1/22 through 10/31/2022
Opportunities for Improvement	1. the area of snacks provided during class celebrations and parties
	2.
	3.
As a result of the comparison, was new language adopted in the LSWP?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, briefly describe what was adopted (include page numbers for new language if possible)	

Component	Description
Describe next steps for strengthening your LSWP	Continue staff development in planning and executing menus, purchasing, and policy development

Step 2:

The second component of the Triennial Assessment is identifying the extent to which your school is compliant with the LSWP as it is written.

To assess the extent of compliance for your school, examine your LSWP as it is written, to ensure you understand the details of the policy. Identify key stakeholders from your school to assist you, and work together to review and evaluate each category.

LSWP Components	For the components below, indicate whether the sponsor is in compliance.
Public Involvement	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Dayville School District utilizes its school newsletter and weekly bulletins to convey menus and activities, but seldom asks for input on menu development. We also do not frequently give rationale nor explain the reasons behind cafeteria choices and the decisions behind them. The person in charge of the weekly bulletins does an excellent job of communicating menus and choices, as well as free/reduced opportunities for families (see public notification component).
Public Notification	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Triennial Assessment	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**Policy Area 1:
Nutrition Education Requirements**

Our school meets the specific goals for nutrition education as outlined in the Local Wellness Policy:

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, by creating food environments that encourage healthy nutrition choices and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students and the community.

Yes

Partially

No

Describe progress that has been made towards achieving this goal or goals:

We have an amazing resource in our SNAP-ED person out of the OSU Extension office in our county. She is constantly assisting with, and communicating through, our wellness policy. She meets regularly with the individual in charge of meal programs here at the district and assists with visioning and grant preparation. She is an amazing resource. We also provide nutrition education throughout the K-12 spectrum in our Health curriculum. We are very good at messaging with our students and posting positive messages throughout the school regarding nutrition (posters, messages in weekly bulletins, etc.). Our grades 3 – 6 teacher also maintains a school garden in the spring.

If goal(s) are partially met or not met describe barriers preventing achievement of this goal:

**Policy Area 2:
Nutrition Education Requirements**

Our school meets the specific goals for nutrition promotion as outlined in the Local Wellness Policy:

Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students and the community.

Policy Area 2: Nutrition Education Requirements		
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Partially	<input type="checkbox"/> No
<p>Describe progress that has been made toward achieving this goal or goals:</p> <p>We promote good nutrition via our K-12 curriculum, posters and messaging in the school building itself, and bulletins/website/newsletters.</p> <p>If goal (s) are partially met or not met, describe barriers preventing achievement of this goal:</p>		

**Policy Area 3:
Physical Activity Requirements**

Our school meets the specific goals for physical activity as outlined in the Local Wellness Policy:

Physical activity should be included in the school's daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason. The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements³ in order to meet the ODE's physical education content standards and state law . Every public school student in kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade 5 shall participate for a least 120 minutes during each school week, and students in grades 6 through 8 for at least 180 minutes per school week. At least 50 percent of the weekly physical education class time shall be devoted to actual physical activity. Instruction, provided by adequately prepared teachers, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities. A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.

Yes

Partially

No

Describe progress that has been made toward achieving this goal or goals:

The schedule and curriculum support this goal.

If partially met or not met, describe barriers preventing achievement of this goal or goals:

**Policy Area 4:
Other School – Based Wellness Activities**

Our school meets specific goals for other school-based activities that promote student wellness as outlined in the Local Wellness Policy:

The district will integrate wellness activities throughout the entire school environment (districtwide), not just in the cafeteria, other food and beverage venues and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complimentary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Yes

Partially

No

Describe progress that has been made toward achieving this goal or goals:

The district provides opportunities for extra-curricular sports in grades 5 – 12. The district co-ops with a neighboring district to provide athletic opportunities for high school students in football, volleyball, and basketball. Track and field is not combined with the neighboring district. The district also supports summer programs in tee-ball, Little League baseball and softball, as well as any other activity brought forward by parents or students by providing use of facilities.

We also partner with OSU SNAP-ED to work towards health and nutrition education and opportunities including a local food bank and nutrition education for the community at large.

If partially met or not met, describe barriers preventing achievement of this goal or goals:

**Policy Area 5:
Standards for All Food and Beverages**

Standards for All Foods and Beverages Sold

Our school meets or exceeds USDA and Oregon Smart Standards the standards and nutrition guidelines for all foods and beverages sold to students outside the reimbursable school meal program on the school campus

All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards . These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Yes

No

No foods or beverages sold

If no, describe barriers preventing compliance with these standards:

**Policy Area 5:
Standards for All Food and Beverages**

Standards for All Beverages Provided, But Not Sold

Our school meets the requirements for nutrition 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 other foods given as incentives):

All foods offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, classroom snacks brought by parents, rewards and incentives.

Yes

No

No foods are beverages provided

If no, describe barriers preventing compliance with these standards:

Parent education is the biggest barrier to compliance with this piece. The district continually communicates the need to provide healthy celebration snacks, but sometimes parents send items with students that are not as healthy as we would like. At some point, we need to pick our battles – obviously when dealing with food allergies and diabetics, we hold a firm line, but for occasional

celebrations (birthday parties or class rewards) we encourage healthy options such as popcorn parties and veggie trays.

Policy Area 6: Food and Beverage Marketing

Our school meets the standards that allow marketing and advertising of only those foods and/or beverages that meet the Smart Snacks nutrition standards.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. "Food and beverage marketing" is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

Yes

No

No food or beverage marketing

If no, describe barriers preventing compliance with these standards:

Step 3

Once you have completed your Triennial Assessment, the final step is to share your results with the public. The purpose of this step is to ensure the school community is aware of the LSWP work. It is also a great opportunity to recruit new LSWP Committee Members. Sponsors are not required to submit the report with The Oregon Department of Education Child Nutrition (ODE CNP) but should keep the report on file in their records.

You can use a variety of methods to share your report with the public including presentations, newsletters, and social media. It is up to you to determine how best to share this information. Complete the table below to indicate how and when you shared your results with the public:

Triennial Assessment Report to the Public Template

Target Audience(s)	Method	Date
General Public	Post on website	6/22/2022
All patrons	Include in newsletter	

Dayville School District Local School Wellness Policy Triennial Assessment Report

During School Year 2021-2022, Dayville School District conducted a triennial assessment of the local school wellness policy.

The assessment included the following:

Evaluation of the LSWP and how it compares to model policies

The extent to which school(s) in our district are in compliance with the LSWP; and

Evaluation of the progress towards goals listed in the policy

Below is a summary of the results of the assessment.

The infographic consists of four vertical panels, each with a light-colored background and a darker-colored footer. Each panel has a small black dot at the bottom center.

- Panel 1 (Blue footer):** "We met these goals". The background is light blue. It lists four bullet points: "Our school meets the specific goals for nutrition education as outlined in the Local Wellness Policy", "Our school meets the specific goals for nutrition promotion as outlined in the Local Wellness Policy", "Our school meets the specific goals for physical activity as outlined in the Local Wellness Policy", and "Our school meets specific goals for other school-based activities that promote student wellness as outlined in the Local Wellness Policy".
- Panel 2 (Pink footer):** "We are still working on these goals". The background is light pink. It lists two bullet points: "Our school meets the requirements for nutrition 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 other foods given as incentives)*" and "We are working to help parents understand that we need to provide healthy snacks during classroom celebrations and parties.".
- Panel 3 (Green footer):** "Model Policy Comparison". The background is light green. It contains one bullet point: "Our policy is based on the OSBA-provided policy EFA so it agrees with the model policy.".
- Panel 4 (Teal footer):** "Overall school compliance". The background is light teal. It contains one bullet point: "Our school does an excellent job providing nutritious meals, educating our students about nutrition and its affect on a growing body, and providing ample opportunity for physical activities in both PE and extra-curricular activities.".