

## **Natomas Unified School District Triennial Assessment**

Completed June 22, 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.

Natomas 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).

# Your District's Scorecard

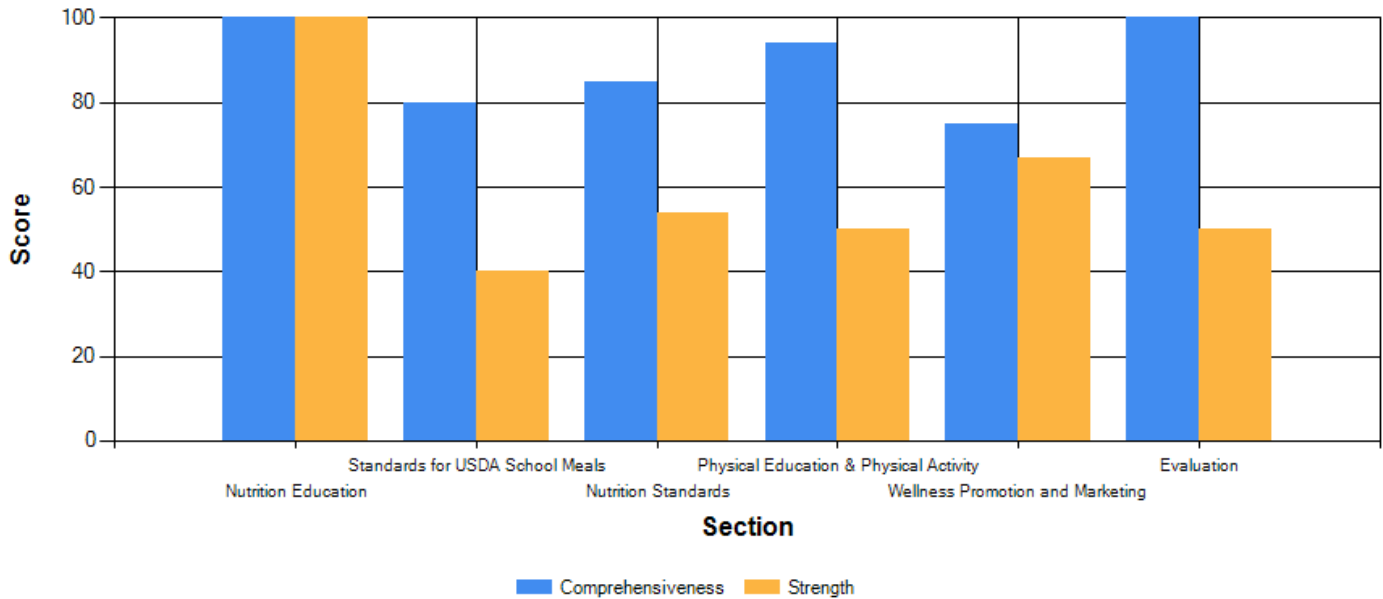
[Close window](#)

Congratulations! You have completed the WellSAT. Check out your scorecard below. It contains details of how you scored on each item and section of the assessment. It also provides resources that will help you improve your district's school wellness policy.

Items with a rating of "0" (item not addressed in the policy) or "1" (general or weak statement addressing the item) can be improved by referring to the resource links next to the items. Multiple resources addressing school wellness policy topics are available online. To avoid duplicative information, we have included a small selection, rather than a comprehensive listing.



**Version: 3.0**

**Policy Name: Natomas Unified School District Wellness Policy**



## Section 1. Nutrition Education

Rating






<b>NE1</b>	 Includes goals for nutrition education that are designed to promote student wellness.	<b>2</b>
<b>NE2</b>	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	<b>2</b>
<b>NE3</b>	All elementary school students receive sequential and comprehensive nutrition education.	<b>2</b>
<b>NE4</b>	All middle school students receive sequential and comprehensive nutrition education.	<b>2</b>
<b>NE5</b>	All high school students receive sequential and comprehensive nutrition education.	<b>2</b>
<b>NE6</b>	Nutrition education is integrated into other subjects beyond health education	<b>2</b>
<b>NE7</b>	Links nutrition education with the school food environment.	<b>2</b>
<b>NE8</b>	 Nutrition education addresses agriculture and the food system.	<b>2</b>
<b>Subtotal for Section 1</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	<b>100</b>

	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	<b>100</b>
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[Click here for Nutrition Education Resources](#)

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


Rating






<b>SM1</b>	 Assures compliance with USDA nutrition standards for reimbursable school meals.	<b>1</b>
<b>SM2</b>	Addresses access to the USDA School Breakfast Program.	<b>1</b>
<b>SM3</b>	 District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	<b>2</b>
<b>SM4</b>	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	<b>0</b>
<b>SM5</b>	Specifies how families are provided information about determining eligibility for free/reduced priced meals.	<b>0</b>
<b>SM6</b>	Specifies strategies to increase participation in school meal programs.	<b>2</b>
<b>SM7</b>	Addresses the amount of "seat time" students have to eat school meals.	<b>1</b>
<b>SM8</b>	 Free drinking water is available during meals.	<b>2</b>
<b>SM9</b>	 Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	<b>2</b>
<b>SM10</b>	 Addresses purchasing local foods for the school meals program.	<b>1</b>
<b>Subtotal for Section 2</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 10 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	<b>80</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 10 (the number of items in this section). Multiply by 100.	<b>40</b>

[Click here for School Food Resources](#)

## Section 3. Nutrition Standards for Competitive and Other Foods and Beverages

Rating


<b>NS1</b>	 Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages <b>sold</b> to students during the school day.	<b>1</b>
<b>NS2</b>	USDA Smart Snack standards are easily accessed in the policy.	<b>0</b>




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.	2
NS8	Addresses foods and beverages containing caffeine at the high school level.	0
NS9	 Regulates food and beverages <b>served</b> at class parties and other school celebrations in elementary schools.	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.	1
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.	1
NS12	Addresses food not being used as a reward.	2
NS13	Addresses availability of free drinking water throughout the school day.	2
<b>Subtotal for Section 3</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 13 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	<b>85</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 13 (the number of items in this section). Multiply by 100.	<b>54</b>

[Click here for Nutrition Standards Resources](#)

## Section 4. Physical Education and 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.	1
PEPA5	Addresses time per week of physical education instruction for all middle school students.	1
PEPA6	Addresses time per week of physical education instruction for all high school students.	1
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	1

<b>PEPA8</b>	Addresses providing physical education training for physical education teachers.	<b>1</b>
<b>PEPA9</b>	Addresses physical education exemption requirements for all students.	<b>1</b>
<b>PEPA10</b>	Addresses physical education substitution for all students.	<b>0</b>
<b>PEPA11</b>	 Addresses family and community engagement in physical activity opportunities at all schools.	<b>2</b>
<b>PEPA12</b>	 Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	<b>2</b>
<b>PEPA13</b>	Addresses recess for all elementary school students.	<b>2</b>
<b>PEPA14</b>	 Addresses physical activity breaks during school.	<b>1</b>
<b>PEPA15</b>	Joint or shared-use agreements for physical activity participation at all schools.	<b>2</b>
<b>PEPA16</b>	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	<b>2</b>
<b>Subtotal for Section 4</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 16 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	<b>94</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 16 (the number of items in this section). Multiply by 100.	<b>50</b>

[Click here for Resources on Physical Activity in Schools](#)

## Section 5. Wellness Promotion and Marketing

Rating







<b>WPM1</b>	Encourages staff to model healthy eating and physical activity behaviors.	<b>2</b>
<b>WPM2</b>	 Addresses strategies to support employee wellness.	<b>1</b>
<b>WPM3</b>	Addresses using physical activity as a reward.	<b>0</b>
<b>WPM4</b>	Addresses physical activity not being used as a punishment.	<b>0</b>
<b>WPM5</b>	Addresses physical activity not being withheld as a punishment.	<b>0</b>
<b>WPM6</b>	Specifies marketing to promote healthy food and beverage choices.	<b>2</b>
<b>WPM7</b>	 Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	<b>2</b>
<b>WPM8</b>	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	<b>2</b>

<b>WPM9</b>	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	<b>2</b>
<b>WPM10</b>	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).	<b>2</b>
<b>WPM11</b>	Specifically addresses 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).	<b>2</b>
<b>WPM12</b>	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, such as Box Tops for Education).	<b>2</b>
<b>Subtotal for Section 5</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 12 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	<b>75</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). Multiply by 100.	<b>67</b>

[Click here for Wellness Promotion and Marketing Resources](#)

## Section 6. Implementation, Evaluation & Communication

Rating

<b>IEC1</b>	Addresses the establishment of an ongoing district wellness committee.	<b>1</b>
<b>IEC2</b>	 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.	<b>2</b>
<b>IEC3</b>	 Identifies the officials responsible for the implementation and compliance of the local wellness policy.	<b>1</b>
<b>IEC4</b>	 Addresses making the wellness policy available to the public.	<b>1</b>
<b>IEC5</b>	 Addresses the assessment of district implementation of the local wellness policy at least once every three years.	<b>2</b>
<b>IEC6</b>	 Triennial assessment results will be made available to the public and will include:	<b>2</b>
<b>IEC7</b>	 Addresses a plan for updating policy based on results of the triennial assessment.	<b>2</b>
<b>IEC8</b>	Addresses the establishment of an ongoing school building level wellness committee.	<b>1</b>
<b>Subtotal for Section 6</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	<b>100</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	<b>50</b>

[Click here for Resources for Wellness Policy Development, Implementation and Evaluation](#)

### Overall District Policy Score

<b>Total Comprehensiveness</b> Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	<b>District Score</b> <b>89</b>
<b>Total Strength</b> Add the strength scores for each of the six sections above and divide this number by 6.	<b>District Score</b> <b>60</b>

 Federal Requirement    Farm to School    CSPAP

## WORKSHEET 3: IDENTIFY CONNECTIONS BETWEEN POLICY AND PRACTICE

This worksheet includes four sections that assess the connections between the written wellness policy and the district and school practices.

**Instructions:** Print out the WellSAT 3.0 Scorecard and Scorecard for the WellSAT-I. With the two scorecards side by side, go through each section and identify the following using Worksheet 3:



All items that received a written policy score of 2 and an interview practice score of 2. These are your district's Strong Policies and Aligned Practices. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 1 or 2 and an interview practice score of 0 or 1. These are items where you need to Create Practice Implementation Plans. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 0 or 1 and an interview practice score of 2. These items are where your district should Update Policies. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 0 or 1 and an interview practice score of 0 or 1. These items represent Opportunities for Growth. List items in this section on Worksheet 2, starting with those that are federally required.

### SECTION 1: STRONG POLICIES AND ALIGNED PRACTICES





This document identifies where the district has a strong policy and is fully implementing practices that align with the policy.

- ▶ Describe the items that received a written policy score of 2 and an interview practice score of 2. **Start with the Federal Requirements for each section.**

Item number	Item description
<b>Section 1. Nutrition Education</b>	
NE1*	Goals for nutrition education
NE2	Nutrition goals are behavior-focused
NE3	All elementary students receive sequential, comprehensive NE
NE4	All MS students receive sequential, comprehensive NE
NE5	All HS students receive sequential, comprehensive NE
NE6	NE is integrated into subjects outside of health education
NE7	LSWP links nutrition education with the school food environment
NE8	NE addresses agriculture and the food system
<b>Section 2: Standards for USDA Child Nutrition Programs and School Meals</b>	
SM3*	District takes steps to protect the privacy of F/R students
SM6	Specifies strategies for how to increase student participation
SM8*	Free drinking water is available during meals
SM9*	Ensures annual training for FNS staff, in accordance with USDA guidelines
<b>Section 3: Nutrition Standards for Competitive and Other Foods and Beverages</b>	
NS3*	Food and beverages sold a la carte
NS4*	Food and beverages sold in vending machines
NS5*	Food and beverages sold in school stores
NS6*	Addresses fundraising with food during the school day
NS12	Food not used as a reward
NS13	Free drinking water during the school day
<b>Section 4: Physical Education and Physical Activity</b>	
PEPA15	Joint or shared-use agreements for physical activity participation

\*Indicates federal requirement

<b>PEPA16</b>	Safe Routes to School
<b>Section 5: Wellness Promotion and Marketing</b>	
<b>WPM1</b>	Staff are encouraged to model healthy behaviors
<b>WPM6</b>	Marketing strategies promote healthy foods and beverages
<b>WPM7*</b>	Restricts marketing of non-nutritious foods and beverages
<b>WPM8 - 11</b>	Marketing on school property
<b>WPM12</b>	Marketing through fundraisers and corporate incentives
<b>Section 6: Implementation, Evaluation &amp; Communication</b>	
<b>IEC5*</b>	LSWP is assessed, at minimum, every 3 years
<b>IEC6*</b>	Triennial Assessment results will be made available to the public
<b>IEC7</b>	Plan for making updates based on results of Triennial Assessment

## SECTION 2: CREATE PRACTICE IMPLEMENTATION PLAN



This document identifies areas where there is a strong or weak policy, but practice implementation is either absent or limited. The Connecticut State Department of Education (CSDE) recommends working with key stakeholders and developing a plan to fully implement the policy as written.

- ▶ Enter the items that received a written policy score of 1 or 2 **and** an interview practice score of 0 or 1. **Start with the Federal Requirements for each section.**

Item number	Item description
<b>Section 1. Nutrition Education</b>	
	N/A
<b>Section 2: Standards for USDA Child Nutrition Programs and School Meals</b>	
	N/A
<b>Section 3: Nutrition Standards for Competitive and Other Foods and Beverages</b>	
<b>NS7</b>	Exceptions for infrequent school-sponsored fundraisers
<b>NS9*</b>	Foods and beverages served in elementary classrooms
<b>Section 4: Physical Education and Physical Activity</b>	

\*Indicates federal requirement

	N/A
<b>Section 5: Wellness Promotion and Marketing</b>	
	N/A
<b>Section 6: Implementation, Evaluation &amp; Communication</b>	
<b>IEC2*</b>	All stakeholders are invited to attend wellness meetings
<b>IEC8</b>	Active school-level wellness committee

### SECTION 3: UPDATE POLICIES

This document identifies areas where the LEA is (a) fully implementing practices but there is no or only weak language in the written policy, or (b) partially implementing practices with no policy language. Best practice is to update the policy to match the implementation level.



- ▶ Enter the items that received a written policy score of 0 or 1 **and** an interview practice score of 2. **Start with the Federal Requirements for each section.**

Item number	Item description
<b>Section 1. Nutrition Education</b>	
	N/A
<b>Section 2: Standards for USDA Child Nutrition Programs and School Meals</b>	
<b>SM1*</b>	USDA nutrition standards for reimbursable meals
<b>SM2</b>	USDA School Breakfast Program
<b>SM4</b>	Addresses feeding children with unpaid balances w/out stigmatizing them
<b>SM5</b>	Specifies how families are provided info about F/R meal applications
<b>SM7</b>	Addresses the amount of "seat time" students have to eat meals
<b>SM10</b>	Addresses purchasing local food for school meal programs
<b>Section 3: Nutrition Standards for Competitive and Other Foods and Beverages</b>	
<b>NS1*</b>	USDA nutrition standards for all competitive foods and beverages sold to students during the school day
<b>NS8</b>	Addresses caffeine at the HS level

\*Indicates federal requirement

<b>NS10</b>	Nutrition standards for foods and beverages served after the school day
<b>NS11</b>	Nutrition standards for foods and beverages sold after the school day
<b>Section 4: Physical Education and Physical Activity</b>	
<b>PEPA4 - 6</b>	Time per week of PE (minutes), by grade level
<b>PEPA7</b>	Qualifications for PE Teachers
<b>PEPA8</b>	Training for PE Teachers
<b>Section 5: Wellness Promotion and Marketing</b>	
<b>WPM2</b>	Strategies to support employee wellness
<b>WPM3</b>	Physical activity as a reward
<b>WPM4</b>	Physical activity as punishment
<b>WPM5</b>	Physical activity not being withheld as punishment
<b>Section 6: Implementation, Evaluation &amp; Communication</b>	
<b>IEC1</b>	Ongoing district wellness committee
<b>IEC3*</b>	Official responsible for implementation/compliance with LSWP
<b>IEC4*</b>	Wellness policy is made available to the public

## SECTION 4: OPPORTUNITIES FOR GROWTH

This identifies areas where the district has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way.



- ▶ Enter the items that received a written policy score of 0 or 1 **and** an interview practice score of 0 or 1. **Start with the Federal Requirements for each section.**

Item number	Item description
<b>Section 1. Nutrition Education</b>	
	N/A
<b>Section 2: Standards for USDA Child Nutrition Programs and School Meals</b>	
	N/A
<b>Section 3: Nutrition Standards for Competitive and Other Foods and Beverages</b>	

\*Indicates federal requirement

<b>NS2</b>	USDA Smart Snack guidelines are easily accessible via the LSWP
<b>NS9*</b>	Foods and beverages served in elementary classrooms
<b>Section 4: Physical Education and Physical Activity</b>	
	N/A
<b>Section 5: Wellness Promotion and Marketing</b>	
	N/A
<b>Section 6: Implementation, Evaluation &amp; Communication</b>	
<b>IEC8</b>	Active school-level wellness committee

\*Indicates federal requirement

## 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.*

The District has successfully detailed and implemented wellness policies and practices related to nutrition education, standards for USDA Child Nutrition Programs and school meals, nutrition standards for competitive foods and beverages, physical education/activity, wellness promotion, and implementation, evaluation, and communication of the Local School Wellness Policy, in accordance with USDA regulations.



### 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.*

Due to COVID-19, some of the practices outlined in the Local School Wellness Policy have not been able to be implemented to the fullest extent. The District Wellness Committee will work on developing a plan to implement and reinstate all federal requirements in light of schools reopening and the end of the pandemic, including:

- Invitation of all stakeholders to wellness meetings

Additional practices to review may also include: exceptions for infrequent school-sponsored fundraisers, foods and beverages served in elementary classrooms, and activity of school-level wellness committees.



### 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 will review all federally required policy updates and provide edits to be reviewed by the School Board during SY 21-22. Edits may include policy updates related to:

- USDA nutrition standards for reimbursable meals
- USDA nutrition standards for all competitive foods and beverages sold during the school day
- Identification of the official responsible for implementation/compliance with the wellness policy
- Availability of the wellness policy to the public

Additional policy language to review may also include: the USDA Breakfast Program, feeding children with unpaid meal balances, how families are provided information about free and reduced-price meal applications, seat time, purchasing local foods, caffeine restrictions, nutrition standards for foods and beverages served and sold after school, physical education/activity, and frequency of meetings of an ongoing wellness committee.



## 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 has determined that all federal requirements are currently being met.

Based on the results of the Triennial Assessment, the Wellness Committee will develop an action plan to optimize policy language and practice implementation over 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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