This document assists local educational agencies (LEAs) with meeting the U.S. Department of Agriculture’s (USDA) triennial assessment requirements for the local school wellness policy (LSWP). For information on the triennial assessment process, refer to [*Guidance for School Wellness Policy Triennial Assessment*](https://portal.ct.gov/-/media/SDE/Nutrition/SWP/School_Wellness_Policy_Triennial_Assessment_Guidance.pdf). For additional worksheets, visit the “[What’s Next](https://portal.ct.gov/SDE/Nutrition/School-Wellness-Policies/What-Next)” section of the CSDE’s School Wellness Policies webpage.

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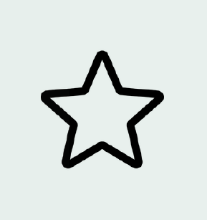
The USDA requires that LEAs must publicly share the results of their wellness policy triennial assessment (e.g., through the district’s website).Information shared with the public must include 1) how the language in the LEA’s wellness policy compares to the model wellness policy; and 2) areas where there is a strong or weak policy, but practice implementation is either absent or limited.

This worksheet includes four sections that assess the connections between the LEA’s wellness policy and practices. The table below summarizes which sections the LEA must post to meet the USDA’s LSWP requirement for public notification.

|  |  |  |
| --- | --- | --- |
| **Assessing Connections between the LEA’s Wellness Policy and Practices** | | |
| **Section** | **Page** | **Public Posting Required** |
| 1 – Strong Policies and Aligned Practices | 2 | Yes |
| 2 – Create Practice Implementation Plan | 3 | Yes |
| 3 – Update Policies | 4 | No \* |
| 4 – Opportunities for Growth | 5 | No \* |
| \* Any federal requirements in these sections must be reported. Otherwise, LEAs may choose to share this information or additional materials as desired. | | |

**Instructions:** Use the LEA’s **WellSAT 3.0 scorecard** to enter the applicable policy item numbers and descriptions for each of the four sections. Post the information for all federal requirements and for sections 1 and 2 on the district’s website and share through other communication channels.

**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** |
|  | Section 1. Nutrition Education |
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|  |  |
|  |  |
|  | Section 2: Standards for USDA Child Nutrition Programs and School Meals |
| SM1 | Healthy Hunger-Free Kids Act (HHFKA) regulations for breakfast |
| SM3 | Ensure that children who are receiving free/reduced meals cannot be identified |
| SM8 | Water available to students during meals |
| SM9 | Amount of training provided to the food and nutrition staff |
|  | Section 3: Nutrition Standards for Competitive and Other Foods and Beverages |
| NS1 | Foods that are not part of the school meals (known as competitive foods) that are not sold to students during the school day. |
| NS4 | There are no food or beverage vending machines on school property. |
| NS5 | There are no food or beverages sold in school stores during the school day. |
| NS6 | There are no food or beverage fundraisers that sell items to be consumed during the school day. |
| NS9 | Food-based celebrations are not permitted. |
|  | Section 4: Physical Education and Physical Activity |
| PEPA2 | We have a written physical education curriculum that is aligned with national and/or state standards. |
| PEPA3 | Our physical education program promotes a physically active lifestyle. |
| PEPA7 | Physical education classes taught by state certified/licensed teachers. |
|  | Section 5: Wellness Promotion and Marketing |
| WPM4 | Teachers never use physical activity as a punishment. |
| WPM7 | There is food or beverage marketing on the school campus during the school day. |
|  |  |
|  | Section 6: Implementation, Evaluation & Communication |
|  |  |
| IEC3 | The SFA is responsible for the implementation and compliance with the wellness policy at the building level. |
| IEC4 | The wellness policy is available to the public online on our website. |
| IEC6 | All documents are included in the triennial assessment report to the public. |
| IEC7 | The wellness policy been revised based on the 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 either (1) a written policy score of 1 **and** an interview practice score of 0 or (2) a written policy score of 2 **and** an interview practice score of 1 or 0. **Start with the Federal Requirements for each section.**

|  |  |
| --- | --- |
| **Item number** | **Item description** |
|  | Section 1. Nutrition Education |
| NE1 | Specific goals for nutrition education designed to promote student wellness. |
| NE2 | Nutrition education: didactic methods used to increase student knowledge, skills-based, behavior focused, and interactive/participatory methods used to develop student skills. |
| NE4 | Middle school students receive sequential and comprehensive nutrition education. |
| NE5 | High school students receive sequential and comprehensive nutrition education. |
| NE6 | Nutrition education integrated into other subjects beyond health education. |
| NE7 | Nutrition education linked with the school food environment. |
| NE8 | Nutrition education address agriculture and the food system. |
|  | Section 2: Standards for USDA Child Nutrition Programs and School Meals |
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|  | Section 3: Nutrition Standards for Competitive and Other Foods and Beverages |
| NS10 | Foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming |
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|  | Section 4: Physical Education and Physical Activity |
| PEPA5 | Physical education for middle school students per week for the entire school year. |
| PEPA6 | Minutes per week of PE does each grade in high school |
| 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. |
| PEPA11 | opportunities for families and community members to engage in physical activity at school |
| PEPA14 | Do teachers provide regular physical activity breaks for students in the classroom |
|  | Section 5: Wellness Promotion and Marketing |
| WPM1 | school staff encouraged to model healthy eating and physical activity behaviors in front of students |
| WPM8 | food or beverage marketing on school property |
| WPM9 | food or beverage marketing on educational materials |
|  | Section 6: Implementation, Evaluation & Communication |
| IEC2 | Groups are represented on the district level wellness committee  Students School Food Authority representative PE Teacher School Health Professional (nurse, social worker, school psychologist) School Board Member School Administrator Community member |
|  |  |
|  |  |

**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.**

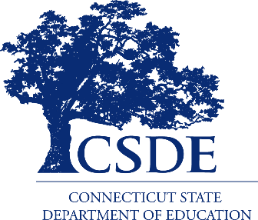
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| --- | --- |
| **Item number** | **Item description** |
|  | Section 1. Nutrition Education |
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|  | Section 2: Standards for USDA Child Nutrition Programs and School Meals |
| SM7 | Breakfast and lunch periods |
| SM10 | It is a priority to procure locally produced foods for school meals and snacks. |
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|  | Section 3: Nutrition Standards for Competitive and Other Foods and Beverages |
| NS8 | Foods or beverages containing caffeine sold at the high school level |
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|  | Section 4: Physical Education and Physical Activity |
| PEPA10 | PE substitution is when students are permitted to not take PE because they are engaged in another physical activity |
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|  | Section 5: Wellness Promotion and Marketing |
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| WPM11 | Food or beverage marketing in school publications and media. |
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|  | Section 6: Implementation, Evaluation & Communication |
| IEC5 | The committee assess implementation of the wellness policy |
| IEC8 | Active school level wellness committee |
|  |  |

**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 either (1) a written policy score of 0 **and**   
  an interview practice score of 0 or 1 or (2) a written policy score of 1 **and** an interview practice score of 1. **Start with the Federal Requirements for each section.**

|  |  |
| --- | --- |
| **Item number** | **Item description** |
|  | Section 1. Nutrition Education |
| NS12 | Teachers use food as a reward in the classroom for good student behavior |
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|  | Section 2: Standards for USDA Child Nutrition Programs and School Meals |
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|  | Section 3: Nutrition Standards for Competitive and Other Foods and Beverages |
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|  |  |
|  | Section 4: Physical Education and Physical Activity |
| PEPA12 | Opportunities for all students to engage in physical activity before and after school |
| PEPA15 | When school is not in session community members use indoor and outdoor school building and grounds facilities. |
| PEPA16 | Students walk or bike to school |
|  | Section 5: Wellness Promotion and Marketing |
| WPM2 | Strategies used by the school to support employee wellness |
| WPM3 | Teachers encouraged to use physical activity as a reward for students |
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|  |  |
|  | Section 6: Implementation, Evaluation & Communication |
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****For information on the USDA’s LSWP requirements, visit the Connecticut State Department of Education’s (CSDE) [School Wellness Policies](https://portal.ct.gov/SDE/Nutrition/School-Wellness-Policies) website and the Rudd Center’s [WELLSAT](http://www.wellsat.org/) website, or contact the [school nutrition programs staff](https://portal.ct.gov/SDE/Nutrition/Contact-Information-for-School-Nutrition-Programs) at the Connecticut State Department of Education, School Health, Nutrition and Family Services, 450 Columbus Boulevard, Suite 504, Hartford, CT 06103-1841.

This document is available at [https://portal.ct.gov/-/media/SDE/‌Nutrition/SWP/Worksheet\_3\_Identifying\_Connections\_Policy\_‌Practice.docx](https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet_3_Identifying_Connections_Policy_Practice.docx).

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