

## **Chamberlain's Children's Center Triennial Assessment**

Completed June 29, 2021

In accordance with the [2016 Final Rule](#), all Local Education Agencies (LEA) participating in the National School Lunch Program (NSLP) must complete an assessment of their wellness policy every three years, at minimum. The assessment must include several components:

1. Comparison of the LEA's School Wellness Policy to a model policy;
2. Measurement of the extent to which the LEA is in compliance with the policy;
3. Description of the LEA's progress toward achieving the goals described in the policy.

Chamberlain's Children's Center 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 LEA performed interviews with various 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 LEA's progress toward achieving goals described in the policy**

- See completed WellSAT Worksheet 4 (attached).

# Your District's Scorecard

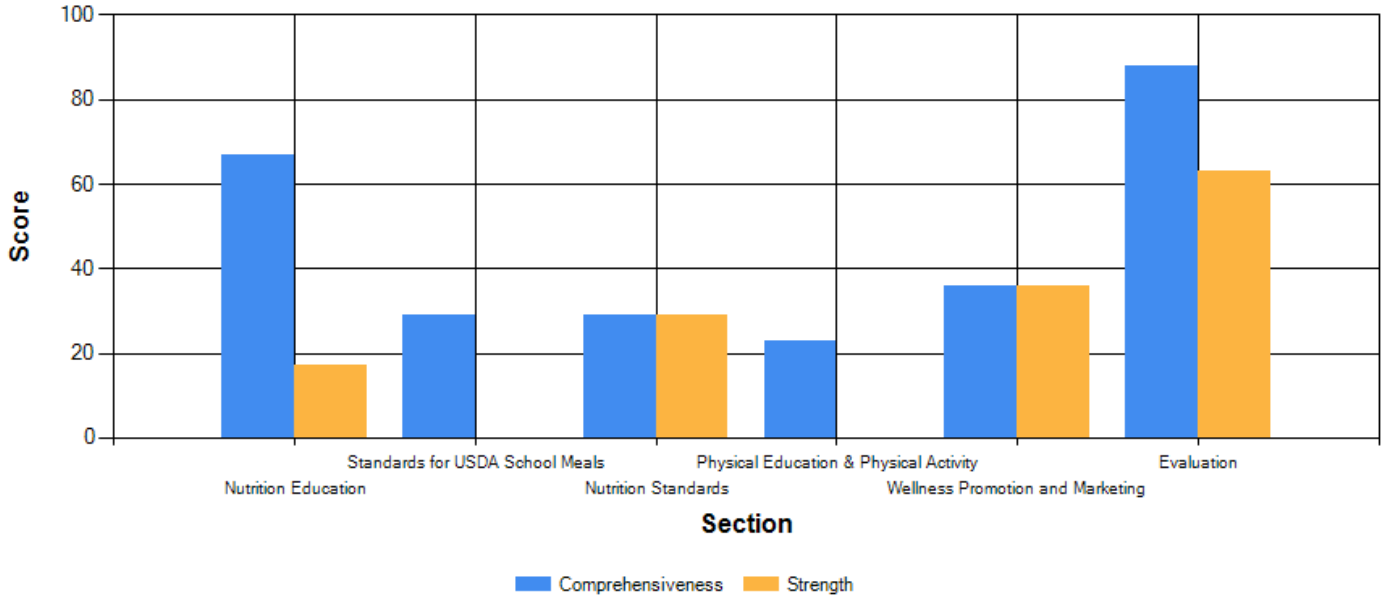
[Close window](#)

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: Chamberlain's Children Center**



## 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>1</b>
<b>NE5</b>	All high school students receive sequential and comprehensive nutrition education.	<b>1</b>
<b>NE6</b>	Nutrition education is integrated into other subjects beyond health education	<b>1</b>
<b>NE7</b>	Links nutrition education with the school food environment.	<b>0</b>
<b>NE8</b>	Nutrition education addresses agriculture and the food system.	<b>0</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 6 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	<b>67</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 6 (the number of items in this section). Multiply by 100.	<b>17</b>

[Click here for Nutrition Education Resources](#)

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


Rating

SM1	 Assures compliance with USDA nutrition standards for reimbursable school meals.	1
SM2	Addresses access to the USDA School Breakfast Program.	0
SM6	Specifies strategies to increase participation in school meal programs.	0
SM7	Addresses the amount of "seat time" students have to eat school meals.	0
SM8	 Free drinking water is available during meals.	0
SM9	 Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	1
SM10	 Addresses purchasing local foods for the school meals program.	0
<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 7 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	<b>29</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 7 (the number of items in this section). Multiply by 100.	<b>0</b>

[Click here for School Food Resources](#)

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

Rating





NS1	 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.	2
NS2	USDA Smart Snack standards are easily accessed in the policy.	0
NS8	Addresses foods and beverages containing caffeine at the high school level.	0
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.	0
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.	0
NS12	Addresses food not being used as a reward.	2
NS13	Addresses availability of free drinking water throughout the school day.	0

<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 7 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	<b>29</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 7 (the number of items in this section). Multiply by 100.	<b>29</b>

[Click here for Nutrition Standards Resources](#)



## Section 4. Physical Education and Physical Activity

Rating

		Rating
<b>PEPA1</b>	 There is a written physical education curriculum for grades K-12.	<b>1</b>
<b>PEPA2</b>	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	<b>0</b>
<b>PEPA3</b>	Physical education promotes a physically active lifestyle.	<b>1</b>
<b>PEPA6</b>	Addresses time per week of physical education instruction for all high school students.	<b>1</b>
<b>PEPA7</b>	Addresses qualifications for physical education teachers for grades K-12.	<b>0</b>
<b>PEPA8</b>	Addresses providing physical education training for physical education teachers.	<b>0</b>
<b>PEPA9</b>	Addresses physical education exemption requirements for all students.	<b>0</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>0</b>
<b>PEPA12</b>	 Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	<b>0</b>
<b>PEPA14</b>	 Addresses physical activity breaks during school.	<b>0</b>
<b>PEPA15</b>	Joint or shared-use agreements for physical activity participation at all schools.	<b>0</b>
<b>PEPA16</b>	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	<b>0</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 13 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	<b>23</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>0</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>0</b>
<b>WPM2</b>	 Addresses strategies to support employee wellness.	<b>0</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>2</b>
<b>WPM5</b>	Addresses physical activity not being withheld as a punishment.	<b>2</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>0</b>
<b>WPM9</b>	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	<b>0</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>0</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>0</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 11 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	<b>36</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 11 (the number of items in this section). Multiply by 100.	<b>36</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>2</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>1</b>
<b>IEC3</b>	 Identifies the officials responsible for the implementation and compliance of the local wellness policy.	<b>2</b>

<b>IEC4</b>	 Addresses making the wellness policy available to the public.	<b>2</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>1</b>
<b>IEC8</b>	Addresses the establishment of an ongoing school building level wellness committee.	<b>0</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>88</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>63</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>45</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>24</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>	
	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>	
	N/A
<b>Section 4: Physical Education and Physical Activity</b>	
	N/A
<b>Section 5: Wellness Promotion and Marketing</b>	
WPM4	Physical activity as punishment
WPM6	Marketing strategies promote healthy foods and beverages
<b>Section 6: Implementation, Evaluation &amp; Communication</b>	
IEC3*	Official responsible for implementation/compliance with LSWP
IEC4*	Wellness policy is made available to the public
IEC5*	LSWP is assessed, at minimum, every 3 years
IEC6*	Triennial Assessment results will be made available to the public

\*Indicates federal requirement



## 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>	
NE1*	Goals for nutrition education
NE2	Nutrition goals are behavior-focused
NE5	All HS students receive sequential, comprehensive NE
NE6	NE is integrated into subjects outside of health education
<b>Section 2: Standards for USDA Child Nutrition Programs and School Meals</b>	
SM1*	USDA nutrition standards for reimbursable meals
<b>Section 3: Nutrition Standards for Competitive and Other Foods and Beverages</b>	
	N/A
<b>Section 4: Physical Education and Physical Activity</b>	
	N/A
<b>Section 5: Wellness Promotion and Marketing</b>	
WPM5	Physical activity not being withheld as punishment
<b>Section 6: Implementation, Evaluation &amp; Communication</b>	
IEC1	Ongoing district wellness committee
IEC2*	All stakeholders are invited to attend wellness meetings

\*Indicates federal requirement

### 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>	
NE8	NE addresses agriculture and the food system
<b>Section 2: Standards for USDA Child Nutrition Programs and School Meals</b>	
SM2	USDA School Breakfast Program
SM7	Addresses the amount of "seat time" students have to eat meals
SM8*	Free drinking water is available during meals
SM9*	Ensures annual training for FNS staff, in accordance with USDA guidelines
SM10	Addresses purchasing local food for school meal programs
<b>Section 3: Nutrition Standards for Competitive and Other Foods and Beverages</b>	
NS13	Free drinking water during the school day
<b>Section 4: Physical Education and Physical Activity</b>	
PEPA11	Community engagement in physical activity opportunities
PEPA12	Before and after school activity
<b>Section 5: Wellness Promotion and Marketing</b>	
WPM1	Staff are encouraged to model healthy behaviors
<b>Section 6: Implementation, Evaluation &amp; Communication</b>	
	N/A

\*Indicates federal requirement

## 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>	
NE2	Nutrition goals are behavior-focused
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
<b>Section 2: Standards for USDA Child Nutrition Programs and School Meals</b>	
SM1*	USDA nutrition standards for reimbursable meals
SM6	Specifies strategies for how to increase student participation
<b>Section 3: Nutrition Standards for Competitive and Other Foods and Beverages</b>	
	N/A
<b>Section 4: Physical Education and Physical Activity</b>	
PEPA15	Joint or shared-use agreements for physical activity participation
PEPA16	Safe Routes to School
<b>Section 5: Wellness Promotion and Marketing</b>	
WPM2	Strategies to support employee wellness
WPM3	Physical activity as a reward
<b>Section 6: Implementation, Evaluation &amp; Communication</b>	

\*Indicates federal requirement

IEC2*	All stakeholders are invited to attend wellness meetings
IEC8	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

Chamberlain's Children's Center has successfully detailed and implemented wellness policies and practices related to wellness promotion and implementation, evaluation, and communication of the Local School Wellness Policy, in accordance with USDA regulations.



### SECTION 2: CREATE PRACTICE IMPLEMENTATION PLAN

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 Chamberlain's Wellness Committee will work on developing a plan to implement and reinstate all federal requirements in light of the end of the pandemic, including:

- Specific goals for nutrition education
- USDA nutrition standards for reimbursable meals
- Invitation of all stakeholders to attend wellness meetings

Additional practices to review may also include: behavior-focused nutrition goals, sequential and comprehensive nutrition education, integration of nutrition education into subjects outside of health education, physical activity/education, and ongoing Wellness Committee meetings.



### **SECTION 3: UPDATE POLICIES**

Chamberlain's Wellness Committee will review all federally required policy updates and provide edits during SY 21-22. Edits may include policy updates related to:

- Availability of free drinking water during meals
- Annual training for FNS staff

Additional policy language to review may also include: nutrition education that addresses agriculture and the food system, the USDA School Breakfast Program, seat time, purchasing of local food for school meal programs, availability of free drinking water during the day, community engagement in physical activity opportunities, before & after school activities, and encouragement of staff to model healthy behaviors.



### **SECTION 4: OPPORTUNITIES FOR GROWTH**

Chamberlain's Wellness Committee has reviewed the Opportunities for Growth and plans to update the following federally required items:

- USDA nutrition standards for reimbursable meals
- Invitation of all stakeholders to attend wellness meetings

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.

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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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