

## **Triennial Assessment**

### **Local Wellness Policy – Bevier C-4 School District**

Below is an evaluation of the provided wellness policy against USDA Local School Wellness Policy (LSWP) requirements, as established under Section 204 of the Healthy, Hunger-Free Kids Act of 2010 and the Final Rule (7 CFR §210.30).

#### **Overall Determination of Written Policy:**

This wellness policy is highly compliant with USDA requirements and exceeds minimum federal standards in many areas. It reflects a comprehensive, detailed, and well-structured approach aligned with best practices recommended by USDA.

#### **Required Content Areas (USDA Final Rule)**

##### **A. Nutrition Education & Promotion: Fully Compliant**

USDA requires goals for nutrition education and promotion.

##### **Strengths**

- Nutrition education is:
  - Integrated across multiple subjects
  - Developmentally appropriate and culturally relevant
  - Linked to school meals
- Policy identifies specific required topics (well over the minimum expectation).
- Explicit use of evidence-based practices (Smarter Lunchroom techniques).
- Clear standards for nutrition promotion and marketing (Smart Snacks–aligned).

##### **Evaluation**

- Meets and exceeds USDA expectations by specifying content, instructional methods, and integration strategies.

##### **B. Physical Activity & Physical Education Fully Compliant**

USDA requires goals for physical activity and physical education.

##### **Strengths**

- Explicit commitment to:
  - 60 minutes of daily physical activity
  - Recess requirements (20 minutes elementary)
  - Classroom activity breaks

- o Active transport initiatives
- Physical education:
  - o Standards-based
  - o Sequential and age-appropriate
  - o Equitable access with accommodations
- Clear prohibition of withholding physical activity as punishment.

### **Evaluation**

- Far exceeds USDA minimums by detailing frequency, duration, curriculum standards, and assessment practices.

## **C. Nutrition Standards for All Foods Available at School Fully Compliant**

USDA requires nutrition guidelines for all foods sold during the school day.

### **Strengths**

- Explicit adoption of USDA Smart Snacks in School standards.
- Applies standards to:
  - o À la carte
  - o Vending
  - o Fundraisers
  - o Celebrations
  - o Rewards
- Addresses marketing and branding restrictions clearly.

### **Evaluation**

- Fully aligned with USDA requirements and includes strong enforcement language.

## **2. Public Involvement, Transparency, and Accountability**

### **A. Wellness Committee Fully Compliant**

USDA requires stakeholder involvement in policy development and implementation.

### **Strengths**

- Committee includes:
  - o Parents
  - o Students
  - o Staff
  - o Administrators
  - o Community members

- Meets at least four times per year.
- Clear oversight and reporting responsibilities.

### **Evaluation**

- Exceeds USDA expectations by specifying meeting frequency and detailed reporting duties.

## **B. Leadership & Designated Officials Fully Compliant**

USDA requires identification of responsible officials.

### **Strengths**

- Superintendent/designee identified.
- School-level wellness coordinators required.
- Contact information framework included.

### **Evaluation**

- Meets USDA requirements; actual names must be filled in to remain compliant in practice.

## **C. Implementation, Monitoring & Triennial Assessment Fully Compliant**

USDA requires:

- Implementation plan
- Triennial assessment
- Public reporting

### **Strengths**

- Clear implementation plan framework with roles and timelines.
- Triennial assessment includes:
  - Compliance evaluation
  - Comparison to model policies
  - Progress toward goals
- Results made publicly available.

### **Evaluation**

- Strong alignment with USDA's Final Rule language and intent.

## **D. Recordkeeping & Public Notification Fully Compliant**

USDA requires documentation and annual public notification.

### **Strengths**

- Detailed list of required records.
- Annual and triennial notification procedures defined.
- Multiple communication methods identified.
- Commitment to culturally and linguistically appropriate communication.

### **Evaluation**

- Fully compliant and well-documented.

## **3. Additional USDA-Aligned Best Practices (Beyond Minimum Requirements)**

The policy goes beyond federal requirements in the following areas:

- Staff wellness programming
- Community partnerships
- Active transport documentation
- Explicit limits on food marketing
- Use of national assessment tools (CDC School Health Index)
- Professional learning for staff

## **4. Minor Areas to Monitor (Implementation-Level, Not Policy Deficiencies)**

While the policy is strong, ongoing compliance will depend on:

- Ensuring named officials and committee members are updated and publicly posted
- Consistent documentation of assessments and reports
- Actual enforcement of Smart Snacks standards in classrooms and fundraisers
- Regular committee meetings as stated

## **Final Conclusion**

### **USDA Compliance Rating: Excellent**

This wellness policy:

- Meets all USDA Local School Wellness Policy requirements
- Strongly aligns with the USDA Final Rule
- Incorporates best-practice language from national health organizations

- Is defensible during an Administrative Review

## Implementation Assessment

### Purpose of the Triennial Assessment

Federal law (Healthy, Hunger-Free Kids Act of 2010) requires school districts participating in the National School Lunch Program to conduct a triennial assessment of their Local School Wellness Policy to determine:

1. **The extent to which the Wellness Plan is being implemented**
2. **How the policy compares to model wellness policies**
3. **Progress made toward achieving policy goals**
4. **Areas in need of improvement**

This assessment fulfills those requirements using stakeholder feedback collected through a district-wide survey.

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## II. Stakeholder Participation

A total of **53 stakeholders** completed the survey, representing multiple perspectives within the school community.

### Respondent Roles:

- Parents/Guardians: **39 (73.6%)**
- Teachers: **12 (22.6%)**
- Support Staff: **2 (3.8%)**
- Administrators: **2 (3.8%)**
- Students & Community Members: **0**

### School Levels Represented:

- Elementary: **25 respondents**
- High School: **11 respondents**
- District-Wide: **17 respondents**

The survey results reflect strong parental participation, with additional insight from school staff and administrators.

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### III. Awareness and Communication of the Wellness Plan

#### Findings

- 64% of respondents agreed or strongly agreed they are aware the district has a Wellness Plan.
- Only 53% agreed they understand the goals of the plan.
- 60% of respondents indicated they are **not sure** where to find Wellness Plan information.
- Open-ended comments repeatedly noted *lack of awareness*:
  - “I didn’t even know Bevier had a wellness plan.”
  - “I am honestly not familiar with the wellness program.”
  - “Communicate the goals and methods of the Wellness Plan.”

#### Conclusion

While a majority are aware that a Wellness Plan exists, **communication and visibility are a significant area of need**. The Wellness Plan is not consistently recognized or understood by families and staff.

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### IV. Nutrition Environment

#### Strengths

- 72% agreed or strongly agreed that school meals support healthy eating habits.
- Strong positive feedback on:
  - Salad bars and fruit/vegetable options
  - Variety of food choices
  - Access to meals for students in need
- Comments highlighted:
  - “I love the fruit/veggie bar.”
  - “Students are served a healthy lunch every day.”

#### Areas for Improvement

- Concerns were raised regarding:
  - Sugary breakfast items
  - Access to caffeine, soda, and energy drinks
  - Fundraisers and snacks not aligned with wellness goals

#### Conclusion

The district demonstrates **strong implementation of healthy lunch options**, but **breakfast offerings, competitive foods, and consistency across settings** require further review to align fully with Wellness Plan goals.

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## V. Physical Activity and Physical Education

### Strengths

- **83%** agreed students have adequate physical activity opportunities.
- **74%** agreed PE supports lifelong fitness.
- Recess and movement breaks were widely recognized as positive practices.

### Areas for Improvement

- Some respondents reported:
  - Inconsistent physical activity at the secondary level
  - Entire semesters with limited or no physical activity
  - Desire for “more exercise” overall

### Conclusion

Physical activity opportunities are generally positive, particularly at the elementary level, but **consistency across grade levels** should be addressed.

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## VI. Social, Emotional, and Mental Wellness

### Strengths

- **77%** agreed the school environment supports student social-emotional well-being.
- **89%** agreed students have access to support services.
- Counseling services and trusted adults were frequently praised.
- Comments emphasized:
  - Advocacy for students
  - Safe school environment
  - Strong counselor support

### Areas for Improvement

- Isolated concerns regarding:
  - Inconsistent staff approaches

- o Need for continued professional development on trauma-informed practices and student support

## Conclusion

Social-emotional wellness is a **clear strength of the district**, with minor opportunities for staff consistency and continued growth.

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## VII. Family and Community Engagement

### Findings

- 60% agreed families are informed about wellness initiatives.
- 62% agreed the district encourages family and community involvement.
- However, neutrality rates were high, indicating limited visibility.

### Conclusion

Family and community engagement efforts exist but would benefit from **more intentional outreach and clearer communication**.

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## VIII. Overall Effectiveness of the Wellness Plan

- 51% agreed the Wellness Plan is being implemented effectively.
- 52% agreed it positively impacts student health.
- A large portion of respondents selected “Neutral,” often due to **lack of awareness rather than dissatisfaction**.

### Conclusion

The Wellness Plan is **partially implemented with positive outcomes**, but its overall effectiveness is limited by communication gaps and inconsistent understanding.

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## IX. Summary of Strengths

- Healthy lunch options and salad bars
- Strong social-emotional supports and counseling access
- Movement breaks and elementary physical activity

- Dedicated and supportive staff
  - Access to meals for students in need
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## **X. Areas for Improvement & Action Steps**

### **Priority Improvement Areas**

1. **Increase awareness and visibility of the Wellness Plan**
2. **Improve communication with families and staff**
3. **Review breakfast and competitive food offerings**
4. **Ensure consistent physical activity opportunities across grade levels**
5. **Continue professional development for staff on wellness practices**

### **Recommended Action Steps**

- Post the Wellness Plan prominently on the district website
  - Include Wellness Plan overview in student handbooks and new student orientation
  - Provide annual wellness updates to families
  - Review nutrition offerings for alignment with wellness goals
  - Continue monitoring and stakeholder feedback
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## **XI. Public Availability**

This triennial assessment will be made available to the public in accordance with federal requirements and will be used to guide revisions and implementation of the Bevier C-4 School District Wellness Plan for the next three-year cycle.

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## **Wellness Goals – Next Triennial Cycle (2025–2028)**

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### **Goal Area 1: Awareness, Communication, and Transparency**

#### **Goal 1.1 – Increase Wellness Plan Awareness**

By the end of the 2025–2026 school year, increase stakeholder awareness of the Bevier C-4 Wellness Plan so that at least **80% of survey respondents** report awareness of the plan and its goals.

#### **Action Steps:**

- Post the Wellness Plan and triennial assessment on the district website

- Include a Wellness Plan overview in student handbooks
- Share a wellness summary annually through district communication channels

**Measurement:**

- Annual Wellness Survey results
  - Website posting verification
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**Goal 1.2 – Improve Access to Wellness Information**

By 2026, ensure families and staff know where to locate wellness information, reducing “Not Sure” responses on information access to **below 20%**.

**Action Steps:**

- Add a dedicated “Wellness” section to the district website
- Include wellness links in parent newsletters and enrollment materials
- Review visibility annually

**Measurement:**

- Survey results
  - Website analytics
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## **Goal Area 2: Nutrition Environment & Education**

**Goal 2.1 – Maintain and Strengthen Healthy Meal Options**

Continue to provide nutritious meals that meet or exceed USDA standards, while maintaining positive student access to fruits, vegetables, and salad bar options.

**Action Steps:**

- Maintain salad bars and fresh produce offerings
- Monitor student participation and food waste
- Solicit periodic student and parent feedback

**Measurement:**

- Menu reviews
  - Participation data
  - Feedback summaries
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### **Goal 2.2 – Review Competitive Foods and Beverages**

By the end of the 2026–2027 school year, review and update guidelines for breakfast items, vending, fundraisers, and classroom celebrations to better align with wellness goals.

#### **Action Steps:**

- Review current offerings for sugar and caffeine content
- Provide guidance to staff and organizations on healthier alternatives
- Communicate expectations to families and student groups

#### **Measurement:**

- Updated guidelines
  - Administrative review
  - Survey feedback
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### **Goal 2.3 – Strengthen Nutrition Education**

Ensure age-appropriate nutrition education is provided across grade levels and integrated into classrooms when appropriate.

#### **Action Steps:**

- Identify grade-level nutrition education opportunities
- Encourage classroom integration and food literacy activities
- Collaborate with food service staff when possible

#### **Measurement:**

- Curriculum documentation
  - Teacher feedback
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## **Goal Area 3: Physical Activity & Physical Education**

### **Goal 3.1 – Consistent Physical Activity Opportunities**

Ensure students at all grade levels have regular opportunities for physical activity throughout the school day.

#### **Action Steps:**

- Encourage movement breaks in classrooms
- Review physical activity opportunities at the secondary level
- Support recess and structured activity opportunities

**Measurement:**

- Schedule reviews
  - Staff feedback
  - Survey responses
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**Goal 3.2 – Promote Lifelong Fitness**

Continue to provide physical education experiences that promote lifelong fitness and healthy habits.

**Action Steps:**

- Review PE curriculum alignment to wellness goals
- Encourage inclusive, developmentally appropriate activities
- Support student engagement and participation

**Measurement:**

- Curriculum documentation
  - Student participation data
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**Goal Area 4: Social, Emotional, and Mental Wellness****Goal 4.1 – Maintain a Supportive School Climate**

Sustain a school environment that prioritizes social-emotional learning, student safety, and access to support services.

**Action Steps:**

- Continue counseling and mental health supports
- Promote trusted adult relationships
- Maintain clear reporting and referral processes

**Measurement:**

- Student support service data
  - Survey feedback
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**Goal 4.2 – Support Staff Wellness Practices**

Provide ongoing opportunities for staff to strengthen practices that support student mental wellness.

**Action Steps:**

- Offer professional development related to student wellness
- Encourage trauma-informed and positive behavior strategies
- Promote staff awareness of wellness resources

**Measurement:**

- Professional development records
  - Staff feedback
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## **Goal Area 5: Family & Community Engagement**

**Goal 5.1 – Increase Family Engagement in Wellness Efforts**

Increase opportunities for families and the community to engage in wellness initiatives.

**Action Steps:**

- Share wellness activities and updates with families
- Invite feedback and participation through surveys or committees
- Highlight wellness successes in district communications

**Measurement:**

- Communication records
  - Participation data
  - Survey responses
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## **Goal Area 6: Monitoring & Evaluation**

**Goal 6.1 – Ongoing Evaluation of Wellness Implementation**

Monitor implementation progress annually and use data to guide continuous improvement.

**Action Steps:**

- Conduct annual wellness surveys
- Review progress toward goals each year
- Adjust action steps as needed

**Measurement:**

- Annual reports
- Survey data

- Wellness Committee review notes