

Vega Independent School District

Local Wellness Policy Triennial Assessment Report

April 2023

A Local Wellness Policy (LWP) is a document that includes official policies that outline district level goals to establish, evaluate, and maintain healthy school environments. The LWP describes how the LEA will address local, state, and federal requirements for nutrition education and promotion, physical activity, and school-based activities that promote student wellness. The LWP is written by the School Health Advisory Committee, or equivalent representation, and approved by the school board or governing board.

Once the LWP is approved, the School Health Advisory Committee or equivalent representation develops a wellness plan. **The wellness plan** generates a strategy that describes how the policies will be implemented into the school environment. Every three years, the LEA must complete **a triennial assessment** to evaluate school compliance and progress towards attaining goals in the LWP.

A local school wellness policy is a written document that includes methods to promote student health and wellness. WellSAT 3.0 is an assessment tool utilized to complete the assessment of the Vega ISD local wellness policy, which must be completed at least once every three years.

The required components of the assessment include:

- Compliance with the local school wellness policy;
- How the local school wellness policy compares to model local school wellness policies; and
- Progress made in attaining the goals of the local school wellness policy.



Federal Requirement



Farm to School



CSPAP

WellSAT 3.0 Vega ISD April 2023 RESULTS

Section 1. Nutrition Education

Rating

NE1	 Includes goals for nutrition education that are designed to promote student wellness.	2
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	2
NE3	All elementary school students receive sequential and comprehensive nutrition education.	2
NE4	All middle school students receive sequential and comprehensive nutrition education.	2
NE6	Nutrition education is integrated into other subjects beyond health education	1
NE7	Links nutrition education with the school food environment.	1
NE8	 Nutrition education addresses agriculture and the food system.	0
Subtotal for	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 7 (the	86

Section 1	number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	
	Strength Score: Count the number of items rated as "2" and divide this number by 7 (the number of items in this section). Multiply by 100.	57

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

Rating

SM1	 Assures compliance with USDA nutrition standards for reimbursable school meals.	2
SM2	Addresses access to the USDA School Breakfast Program.	2
SM3	 District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	2
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	2
SM5	Specifies how families are provided information about determining eligibility for free/reduced priced meals.	2
SM6	Specifies strategies to increase participation in school meal programs.	1
SM7	Addresses the amount of "seat time" students have to eat school meals.	2
SM8	 Free drinking water is available during meals.	2

SM9	 Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	2
Subtotal for Section 2	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 9 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	100
	Strength Score: Count the number of items rated as "2" and divide this number by 9 (the number of items in this section). Multiply by 100.	89

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 sold to students during the school day.	2
NS2	USDA Smart Snack standards are easily accessed in the policy.	2
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 with food to be consumed during the school day.	1
NS9	 Regulates food and beverages served at class parties and other school celebrations in elementary schools.	1
NS10	Addresses nutrition standards for all foods and beverages served to students after 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 sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.	0
NS13	Addresses availability of free drinking water throughout the school day.	2
Subtotal for Section 3	Comprehensiveness Score: 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."	82
	Strength Score: Count the number of items rated as "2" and divide this number by 11 (the number of items in this section). Multiply by 100.	64

Section 4. Physical Education and Physical Activity

Rating

PEPA1	 There is a written physical education curriculum for grades K-12.	1
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.	2

PEPA5	Addresses time per week of physical education instruction for all middle school students.	2
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	1
PEPA8	Addresses providing physical education training for physical education teachers.	1
PEPA9	Addresses physical education exemption requirements for all students.	2
PEPA10	Addresses physical education substitution for all students.	0
PEPA11	 Addresses family and community engagement in physical activity opportunities at all schools.	2
PEPA12	 Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	1
PEPA13	Addresses recess for all elementary school students.	1
PEPA14	 Addresses physical activity breaks during school.	1
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	1
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	0
Subtotal for Section 4	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 15 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	87
	Strength Score: Count the number of items rated as "2" and divide this number by 15 (the number of items in this section). Multiply by 100.	40

Section 5. Wellness Promotion and Marketing

Rating

WPM1	Encourages staff to model healthy eating and physical activity behaviors.	2
WPM2	 Addresses strategies to support employee wellness.	2
WPM3	Addresses using physical activity as a reward.	2
WPM4	Addresses physical activity not being used as a punishment.	0
WPM5	Addresses physical activity not being withheld as a punishment.	0
WPM6	Specifies marketing to promote healthy food and beverage choices.	1
WPM7	 Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	2
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	1
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	0
WPM10	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).	1
WPM11	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).	0

WPM12	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).	0
Subtotal for Section 5	Comprehensiveness Score: 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."	58
	Strength Score: Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). Multiply by 100.	33

Section 6. Implementation, Evaluation & Communication

Rating

IEC1	Addresses the establishment of an ongoing district wellness committee.	2
IEC2	 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.	2
IEC3	 Identifies the officials responsible for the implementation and compliance of the local wellness policy.	2
IEC4	 Addresses making the wellness policy available to the public.	2
IEC5	 Addresses the assessment of district implementation of the local wellness policy at least once every three years.	2

IEC6	 Triennial assessment results will be made available to the public and will include:	2
IEC7	 Addresses a plan for updating policy based on results of the triennial assessment.	2
IEC8	Addresses the establishment of an ongoing school building level wellness committee.	2
Subtotal for Section 6	Comprehensiveness Score: 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."	100
	Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	100

Overall District Policy Score

Total Comprehensiveness Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	District Score 86
Total Strength Add the strength scores for each of the six sections above and divide this number by 6.	District Score 64

Model Policy Comparison - WellSAT 3.0 Scores

A required component of the triennial assessment is to utilize a model policy, such as the Wellness School Assessment Tool (WellSAT 3.0) for comparison of the Local Wellness Policy. WellSAT 3.0 scores are calculated for comprehensiveness and strength. The

comprehensiveness score reflects the extent to which recommended best practices are included in the policy. The strength score reflects how strongly the policy items are stated. Scores range from 0 to 100, with lower scores indicating less content and weaker language and higher scores indicating higher content and the use of specific and directive language.

District Comprehensiveness Score: 86

District Strength Score: 64

2020 WellSAT District Results:

Total Comprehensiveness Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	District Score 73
Total Strength Add the strength scores for each of the six sections above and divide this number by 6.	District Score 50

Upon review of past WellSAT Vega ISD District assessment results from 2020, there has been progress and improvement demonstrated in both total comprehensiveness and total strength of our wellness policy. The following analysis will be utilized to further evaluate possible areas of improvement needed in our wellness policy and wellness practices in the future.

SECTION 1: STRONG POLICIES AND ALIGNED PRACTICES

Vega ISD elementary and junior high campuses are fully in compliance with all the federal requirements that regulate school meals. We comply with Smart Snacks standards for all foods and beverages sold during the school day at both campuses. We offer the National School Breakfast program daily. There are no vending machines in the district. We have an active School Health Advisory Council and our district is especially strong in the areas of implementation, evaluation and communication. We have an annual employee wellness program that offers opportunities for health promotion and activity/wellness to staff.

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

Item number	Item description
	Section 1. Nutrition Education
NE1	Does the school district have specific goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum?
NE2	How would you describe the nutrition education you provide? Are didactic methods used to increase student knowledge? Are skills-based, behavior focused, and interactive/participatory methods used to develop student skills?
NE3	Do all elementary school students receive sequential and comprehensive nutrition education?
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM1	Have there been parts of the Healthy Hunger-Free Kids Act (HHFKA) regulations for breakfast or lunch that have been challenging to implement? If yes, are there features of the district's meal program that are not yet in compliance?
SM2	Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students?
SM3	How does your school ensure that children who are receiving free/reduced meals cannot be identified? How confident are you that it is not possible for the students to identify those who qualify for free or reduced lunch?
SM4	How does the district handle unpaid balances? Follow up questions to determine if student is stigmatized: How are the student and parents notified? Is the student identified in the cafeteria? Is the student refused a meal, given a different meal, or given the regular meal?
SM5	How are families provided information about eligibility for free/reduced priced meals? (If district provides universal free meals, score 2)
SM7	How long are the breakfast (if applicable) and lunch periods? Within that time, how much time do students typically have to sit down and eat their meals.

SM8	Is free (i.e., no cost to students) drinking water available to students during meals (i.e., do not include water for sale). Follow up questions can include: Does the cafeteria have water fountains? Are there a sufficient number of working water fountains? Can students take water back to the table or do they need to drink at the fountain? Do students perceive the water and fountains to be clean and safe?
SM9	What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards?
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
NS1	Are there any foods that are not part of the school meals (known as competitive foods) that are sold to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?
NS3	Are there competitive foods/beverages sold a la carte in the cafeteria during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?
NS4	Are there food or beverage vending machines on school property accessible to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?
NS5	Are there food or beverages sold in school stores during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?
NS6	Are there food or beverage fundraisers that sell items to be consumed during the school day? If yes, who is in charge of approving in-school fundraising activities? How confident are you that the people conducting fundraisers understand Smart Snacks nutrition standards? How confident are you that items sold in fundraisers meet Smart Snacks standards?
	Section 4: Physical Education and Physical Activity
PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?
PEPA3	How does your physical education program promote a physically active lifestyle? [Examples include: follows NASPE standards; focuses on self-assessment through a "Fitnessgram" or "Activitygram"; teaches skills needed for lifelong physical fitness.]

PEPA4	How many minutes per week of PE does each grade in elementary school receive? Note: NASPE recommends that schools provide 150 minutes of instructional PE for elementary school children per week for the entire school year.
PEPA5	How many minutes per week of PE does each grade in middle school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.
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. This does not include exemptions due to disability, religious or medical reasons. What percentage of students do you estimate do not take PE each year due to exemptions?
PEPA11	Are there opportunities for families and community members to engage in physical activity at school? If yes, please describe. How frequently does this occur?
	Section 5: Wellness Promotion and Marketing
WPM1	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students? If yes, how does the school encourage this behavior? [Examples include: Provides staff with opportunities to eat healthfully such as subsidized fruits, vegetables, and water in the cafeteria or lounge; Advises staff not to consume sugary drinks at school; Encourages teachers to be active with students.]
WPM2	Are there strategies used by the school to support employee wellness? Please describe. Examples: "Health and wellness classes are offered to staff." "School physical activity equipment is available for use by staff before or after school to support employee wellness." "Free water and healthy snacks are available in the staff break room."
WPM3	Are teachers encouraged to use physical activity as a reward for students? For example, providing extra recess, taking a walk around the school, or playing an active game in the classroom.
WPM7	Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?
	Section 6: Implementation, Evaluation & Communication
IEC1	Is there an active district level wellness committee? Note: This may also be called a health advisory committee or other similar name. If yes, how frequently does the committee meet?

IEC3	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school? If yes, who are those individuals? How do they ensure compliance?
IEC4	How is the wellness policy made available to the public? Is it available online? How often is the public informed where to find the policy?
IEC5	How does the committee assess implementation of the wellness policy? How often does this assessment occur? [Examples of evaluation tools are: the CDC's School Health Index, the Alliance for a Healthier Generation checklist, local or state policy implementation checklists, or the current interview.]
IEC6	What is included in the triennial assessment report to the public? Ask to see documentation if available. Note: the requirement is to include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; 2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies; 3. A description of the progress made in attaining the goals of the local school wellness policy.
IEC7	Has the wellness policy been revised based on the triennial assessment? If yes, what process did the committee use to decide what to revise?
IEC8	Is there an active school level wellness committee? (Note: This may also be called a school health team, school health advisory committee, or similar name) If yes, how frequently does the committee meet?

SECTION 2: CREATE PRACTICE IMPLEMENTATION PLAN

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

Item number	Item description
	Section 1. Nutrition Education
	N/A
	Section 2: Standards for USDA Child Nutrition Programs and School Meals

	N/A
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
NS7	(Before asking this question look up the state policy on fundraiser exemptions at the bottom of this page: https://www.ihrp.uic.edu/content/research-products-national-wellness-policy-study . If 0 exemptions, item is n/a). Your state [fill in] has adopted an exemption policy that allows for [fill in] school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks. Are you familiar with this state law?
NS9	How often do food-based celebrations occur during the school day in elementary schools (e.g., birthday parties, holiday parties)? Does the district have nutrition standards (such as Smart Snacks) that regulate what can be served? How are these regulations communicated? How confident are you that the regulations are followed consistently? If food-based celebrations are not permitted, how confident are you that they do not occur?
	Section 4: Physical Education and Physical Activity
	N/A
	Section 5: Wellness Promotion and Marketing
	N/A
	Section 6: Implementation, Evaluation & Communication

SECTION 3: UPDATE POLICIES

This section 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. Vega ISD will re-evaluate our local wellness policy on the following policy areas and consider the need to adopt/update policy language:

Item number	Item description
	Section 1. Nutrition Education
NE6	Is nutrition education integrated into other subjects beyond health education? If yes, what are some examples? [Examples include: using nutrition facts labels to learn percentages; using a vegetable garden to learn plant biology.]
NE8	Does nutrition education address agriculture and the food system?
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM6	Are specific strategies used to increase participation in the school meal programs? If yes, please describe. [Examples include: Smarter Lunchroom strategies; limiting competitive foods; requiring high school students have a scheduled lunch period; taste tests and student input; Grab-and-Go or Breakfast in the Classroom]
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
NS10	Are foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming? If yes, does the district have nutrition standards (such as Smart Snacks or CACFP) that regulate what can be served? How are these regulations communicated to the adults running the activities? How confident are you that the regulations are followed consistently?
NS11	Addresses nutrition standards for all foods and beverages sold (not served) to students after the school day, including before/after care on school grounds, clubs, and after school programming
	Section 4: Physical Education and Physical Activity
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?

PEPA10	A PE substitution is when students are permitted to not take PE because they are engaged in another physical activity such as JORTC or other school sports. What percentage of students do you estimate do not take PE each year due to substitutions?
PEPA13	Is there daily recess for all grades in elementary school? If no, how many days per week is recess offered, and for which grades? How long is recess when it is offered? Note: Best practices for recess: a) it is at least 20 minutes per day; b) it is supervised by trained teachers or staff encouraging students to be active; and c) students have access to safe and appropriate physical activity equipment.
PEPA14	Do teachers provide regular physical activity breaks for students in the classroom? If yes, please describe. How frequently do they occur? Do all teachers conduct physical activity breaks with their students?
PEPA15	When school is not in session, do community members use indoor and outdoor school building and grounds facilities? Does the district have a "joint-use" or "shared-use" agreements? (Note if answer is yes or no).
Section 5: Wellness Promotion and Marketing	
WPM6	Are marketing strategies used to promote healthy food and beverage choices in school? If yes, what foods and beverages are promoted, and how is it done? (Examples of promotion include advertisements, better pricing, and more accessible placement of the healthier items).
WPM8	Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)? If yes, do the marketed items meet Smart Snacks criteria? If they do not meet Smart Snacks criteria, will this change when there is a renewal of the sponsorship agreement?
WPM9	Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)? If yes, do the marketed items meet Smart Snacks criteria?
WPM10	Is there food or beverage marketing where food is purchased (e.g., logos on exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, or trash and recycling containers)? If yes, do the marketed items meet Smart Snacks criteria?
WPM11	Is there food or beverage 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)? If yes, do the marketed items meet Smart Snacks criteria?
Section 6: Implementation, Evaluation & Communication	

	N/A
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SECTION 4: OPPORTUNITIES FOR GROWTH

This section 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.

As a result of the 2023 WellSAT and WellSAT-I assessment results, Vega ISD has identified the following areas of possible need for updated policies and/or practices:

Item number	Item description
	Section 1. Nutrition Education
NE7	Is nutrition education linked with the school food environment? If yes, what are some examples? [Examples include: teachers and food service staff collaborate in connecting nutrition education with the foods and beverages that are in school.]
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
	N/A
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
	N/A
	Section 4: Physical Education and Physical Activity
PEPA1	Does the district have a written physical education curriculum that is implemented consistently for every grade?

PEPA12	Are there opportunities for all students to engage in physical activity before and after school? If yes, please describe. How frequently does this occur?
PEPA16	What proportion of students walk or bike to school? How frequently do they do that?
	Section 5: Wellness Promotion and Marketing
WPM4	Do teachers ever use physical activity as a punishment? [Examples include: telling students to run extra laps or do other physical activities as behavioral consequence.]
WPM5	Do teachers ever withhold physical activity as a classroom management tool? [Examples include: taking away recess, taking away PE, or requiring students to sit in one place for an extended period of time.]
WPM12	Is there food or beverage marketing through fundraisers and corporate-incentive programs? Examples include: fundraising programs encourage students and their families to sell, purchase, or consume products, and corporate incentive programs provide funds to schools in exchange for proof of purchase of company products, such as Box Tops for Education. If the school participates in food or beverage fundraisers, do they occur on or off campus, and during or outside the school day? Do all products for sale meet Smart Snacks criteria?
	Section 6: Implementation, Evaluation & Communication
	N/A