

Re-issue Date: August 19, 2024

Local Wellness Policy Development and Implementation: Evaluation of Local Wellness Policies and their Implementation

Draft Template

Purpose

The purpose of this document is to provide information, tools, and templates to support Supervisory Unions/Districts (SU/SDs) Local Wellness Policy (LWP) teams in conducting and documenting the results of a triennial assessment. Local Educational Agencies (LEAs) that participate in the National School Lunch Program and/or School Breakfast Program, are required to assess and report on progress made in attaining the goals of their LWP at least every three years ([7 CFR 210.31](#)).

Local Wellness Policy Assessment

The data gathered through the use of the tools below can support SU/SDs in meeting federal requirements for local wellness policies ([7 CFR 210.31](#)). The U.S. Department of Agriculture's [Final Rule: Local School Wellness Policy Implementation Under the HHFKA of 2010](#) requires that LEAs complete an assessment of their LWP at least once every three years. The LEA as part of this requirement must assess the alignment of LEA policies with national and/or state LWP models, the extent that practices within the LEA align to written local wellness policies, and the progress made in meeting local wellness goals. The Agency of Education has developed the tools below so that SU/SDs are able to self-assess on compliance with Vermont specific requirements (e.g., those for comprehensive health education as outlined in [Act 66](#)) and model policies ([Vermont Agency of Education Model Local Wellness Policy](#)).

Local Wellness Policy Self-Assessment Tools

The following tools should be used by LWP teams to evaluate SU/SD wellness policies and their implementation:

1. [Local Wellness Policy Self-Assessment: Comprehensive Health Education](#)
2. [Local Wellness Policy Self-Assessment: Nutrition Education and Promotion](#)
3. [Local Wellness Policy Self-Assessment: Nutrition Services and Guidelines for Competitive Foods](#)
4. [Local Wellness Policy Self-Assessment: Physical Education and Activity](#)
5. [Local Wellness Policy Self-Assessment: Other School-based Activities to Promote Student Wellness \(If needed\)](#)
6. [Local Wellness Policy Self-Assessment: Policy Development, Implementation, and Assessment](#)



Local Wellness Policy Evaluation, Reporting, and Continuous Improvement

The LWP Self-Assessment Tools (linked above) can be used to create data for a triennial assessment report. A triennial assessment must consist of three evaluation elements:

- a comparison of the local wellness policy to model wellness policies;
- the degree of compliance with the local wellness policy; and
- the progress made in attaining the goals of the local wellness policy.

A response of “NO” or “IN PROCESS” to questions in these LWP Self-Assessment tools identifies where SU/SD policies do not align to the [Vermont Agency of Education Model Local Wellness Policy](#) or where LWP requirements and/or best practices have not been implemented across the SU/SD. Therefore, the use of these tools provides an evaluation of the alignment between SU/SD policies with LWP models and also the extent that practices within the SU/SD align to written wellness policies (serving to fill [federal child nutrition reporting requirements](#)).

These tools, furthermore, if used by LWP teams to self-assess LWP implementation in LWP policy goal areas (as defined in the [Vermont Agency of Education Model Local Wellness Policy](#)) at different time intervals (e.g., at the end of each year) would create longitudinal data that would allow for measuring progress in SU/SD goals. Data gathered through these tools at different time intervals can, in addition, support ongoing public reporting tied to LWP implementation (as outlined in [7 CFR 210.31](#) and [Vermont Agency of Education Model Local Wellness Policy](#)). The Appendix includes a triennial assessment template for organizing the data from these self-assessment tools in a manner that is accessible to the public (as part of public reporting requirements) and provides space for documenting progress made on LWP goals (as required in [7 CFR 210.31](#)). Data organized in this template can also support future measurements of LWP implementation progress with these data as a baseline.

LWP teams can use data derived from these self-assessments with other data on areas of [need](#) and [strength](#) in the SU/SD, to develop and implement continuous improvement efforts in SU/SD LWP goal areas. For example, a LWP team may identify through the use of the “Local Wellness Policy Self-Assessment: Nutrition Services and Guidelines for Competitive Foods” tool that while the SU has a policy goal of providing adequate time for school lunch, in practice this is not the experience of students. In identifying this discrepancy, the LWP team can develop, for example, an implementation plan to add an additional point of service at lunch over a period of a year, which will cut down wait times for students at lunch and promote progress on SU LWP goals.

Appendix

Triennial Assessment Results Template

Directions: There are three sections to this template (starting on page 5), mirroring the required components of the triennial assessment (e.g., a comparison of the local wellness policy to model wellness policies; the degree of compliance with the local wellness policy; and the progress made in attaining the goals of the local wellness policy). It is recommended that the full assessment, all LWP area evaluations that are found in the AOE LWP Self-Assessments are completed and attached with this results template as part of the [Child Nutrition Off-Site Assessment](#) (Question 1005) materials. The directions for completing each section in the template are below.

1. Local Policy-Model Policy Comparison:

- For this section of the template you will need to count the “YES” designations that were made in each of the LWP area self-assessment tools (e.g., [Comprehensive Health Education](#)) in the “B. POLICY LANGUAGE OR SIMILAR INCLUDED IN LWP” column and mark the number in the designated row below. This will need to be done for each LWP area self-assessment.
- For the LWP Area [Nutrition Services and Guidelines for Competitive Foods](#) self-assessment, Nutrition Guidelines are broken out in the tool and “YES” responses specific to these guidelines should be counted and recorded separately in the template below.
- If the SU/SD has wellness policy goals in a LWP area that go beyond those found in the [Vermont Agency of Education Model Local Wellness Policy](#) (even if aligned to “OPTIONAL” policies provided in the evaluation tool) please write the number of “Additional Policy Goals” that are in place in the form area provided in the template.

2. Policy Goals-Practice Compliance:

- For this table in the template you will need to count the “YES” and “IN PROCESS” designations that were made in each of the LWP area evaluation tools (e.g., [Physical Education and Activity](#)) in the “C. POLICY REQUIREMENTS AND OPTIONAL RESEARCH SUPPORTED BEST PRACTICES” column and record the number in the designated row and field area. This will need to be done for each LWP area self-assessment (e.g., [Comprehensive Health Education](#)).
- For Nutrition Guidelines in the [Nutrition Services and Guidelines for Competitive Foods](#) self-assessment, “YES” responses in the “C. IN COMPLIANCE WITH GUIDELINES/ STANDARDS” column should be counted and recorded separately in the template below.
- Listed in each of the LWP area evaluation tools (e.g., [Nutrition Education and Promotion](#)) in the “C. POLICY REQUIREMENTS AND OPTIONAL RESEARCH SUPPORTED BEST PRACTICES” column are also “OPTIONAL” evidence-based practices that go beyond state/federal requirements. Please record in the “Policy Goals- Practice Compliance” column in the template below the number of those practices that are in place in the SU/SD or in some stage of implementation. Leave

these areas blank if these “OPTIONAL” practices are not in place to any degree (e.g., NO or blank in the evaluation tool).

- SU/SDs that have policy goals that go beyond the [state’s model policy](#), need to evaluate if practices are in place that align to that goal. In each of the individual LWP area evaluation tool documents and the [Other School-based Activities to Promote Student Wellness \(If needed\) evaluation](#) practices would need to be identified that align to those “Other” or “Additional” policy goals. The number of pre-identified practices that are in place in the SU/SD that are aligned to these “Other” or “Additional” goals would be counted and recorded in the template below.
- For the [Policy Development, Implementation, and Evaluation](#) self-assessment tool, the “YES” responses in the “C. IN COMPLIANCE WITH POLICY” column should be counted and recorded in the template below in the designated row and field area.

3. Progress Made on Local Wellness Policy Goals: For this section, you will provide a narrative explaining the progress that has been made in developing and implementing the LWP over time. The LWP team will need to identify a comparison point by which to measure progress, this can be either a recent triennial assessment or a previous LWP evaluation. While the triennial assessment is required, ongoing progress monitoring and continuous improvement also benefit LWP implementation.

Triennial Assessment Results

Supervisory Union/District: _____ Date: _____

Collaborative Stakeholders Represented (List LWP Team Members):

Policy-Policy Comparison (How the local wellness policy compares to model wellness policies):

LWP Area	Local Policy- Model Policy Comparison
<u>Comprehensive Health Education</u>	_____/3 ADDITIONAL POLICIES: ____
<u>Nutrition Education and Promotion</u>	_____/4 ADDITIONAL POLICIES: ____
<u>Nutrition Services and Guidelines for Competitive Foods</u>	_____/8 NUTRITION GUIDELINES ____/4 ADDITIONAL POLICIES: ____
<u>Physical Education and Activity</u>	_____/3 ADDITIONAL POLICIES: ____
<u>Other School-based Activities to Promote Student Wellness (If needed)</u>	ADDITIONAL POLICIES: ____
<u>Policy Development, Implementation, and Assessment</u>	_____/11 ADDITIONAL POLICIES: ____

Practice-Policy Comparison (Compliance with the wellness policy):

LWP Area	Policy Goals- Practice Compliance
Comprehensive Health Education	YES: _____/12 IN PROCESS: _____/12 (OPTIONAL) YES: _____ IN PROCESS: _____
Nutrition Education and Promotion	YES: _____/5 IN PROCESS: _____/5 (OPTIONAL) YES: _____ IN PROCESS: _____
Nutrition Services and Guidelines for Competitive Foods	YES: _____/12 IN PROCESS: _____/12 (OPTIONAL) YES: _____ IN PROCESS: _____ <u>NUTRITION GUIDELINES:</u> YES _____/4 IN PROCESS: _____/4
Physical Education and Activity	YES: _____/5 IN PROCESS: _____/5 (OPTIONAL) YES: _____ IN PROCESS: _____
Other School-based Activities to Promote Student Wellness (If needed)	<i>Record and attach Local Wellness Policy Development and Implementation: Evaluation of Local Wellness Policies and their Implementation document</i>
Policy Development, Implementation, and Assessment	_____/11

Progress Made on Local Wellness Policy Goals:

In comparison to previous LWP assessments, what progress has been made in LWP development and implementation over time: