



Local Wellness Policy: Triennial Assessment

Background Information

An assessment of your school wellness policy must be conducted a minimum of once every three years; however, Local Educational Agencies (LEAs) may assess their policy more frequently if they wish. The results of the assessment must be made available to the public.

Purpose

The template below is offered as a way to summarize the information gathered during your assessment. Members of a school wellness committee who are completing their triennial assessment for their school wellness policy may use this template. It contains the three required components of the triennial assessment, including 1) compliance with the wellness policy 2) how the wellness policy compares to model wellness policies 3) progress made in attaining the goals of the wellness policy.

Results

The copy of the assessment must be made available to the public. How the assessment is made available is the decision of the LEA. Many LEA's choose to post the results on their district website. The triennial assessment summary and the assessment details (e.g. WellSAT 3.0 report) must be shared.

Recordkeeping

Keep a copy of the most recent triennial assessment, along with supporting documentation on file. This will be needed when you have a School Nutrition Program administrative review.

Local Wellness Policy: Triennial Assessment Summary

Section 1: General Information

School(s) included in the assessment:

Inver Grove Heights School District – ISD 199

- 1) Hilltop Elementary
- 2) Pine Bend Elementary
- 3) Salem Hills Elementary
- 4) Inver Grove Middle School
- 5) Simley High School
- 6) Atheneum Gifted Magnet Program
- 7) Early Learning Program

Month and year of current assessment: May 2021

Date of last Local Wellness Policy revision: June 26, 2017

Website address for the wellness policy and/or information on how the public can access a copy:

https://www.isd199.org/UserFiles/Servers/Server_20241558/File/Policies/533%20Wellness.pdf

Section 2: Wellness Committee Information

How many times per year does your school wellness committee meet? 4-5

Designated School Wellness Leader

Name	Job Title	Email Address
Glen Ritter	Director of Food Service	ritterg@isd199.org

School Wellness Committee Members

Name	Job Title	Email Address
Tessa Lasswell	SHIP School Wellness Consultant	talasswell@gmail.com
Dorie Pavel	Assistant Director of Food Service	paveld@isd199.org
Sophie Olson	Dakota County School Wellness Consultant	sophie.Olson@co.dakota.mn.us
Ingrid Holt	Simley High School Social Worker	holt@isd199.org
Vicki Fisher	Inver Grove Heights Middle School Nurse	fisherj@isd199.org
Jennell Garten	Inver Grove Heights Middle School	gartenj@isd199.org

	Counselor	
Colette Ryan	Salem Hills Elementary Occupational Therapist	ryanc@isd199.org
Katie Schletty	Hilltop Elementary Developmental Adaptive Physical Education Teacher	schlettyk@isd199.org
Tracy Lautt	District Office Specialist	lauttt@isd199.org
Barbara Pierce	Director of Community Education	pierceb@isd199.org
Melissa Hendrickson	Early Learning Coach	hendricksonm@isd199.org
Shelley Peterka-Kohlweiss	Early Childhood Education Parent Educator	peterkakohlweiss@isd199.org
Nora Bedard	Pine Bend School Social Worker	bedardn@isd199.org
Michelle Strum	Hilltop Elementary Child Behavior and Family Support Specialist	sturmm@isd199.org

Section 3. Comparison to Model School Wellness Policies

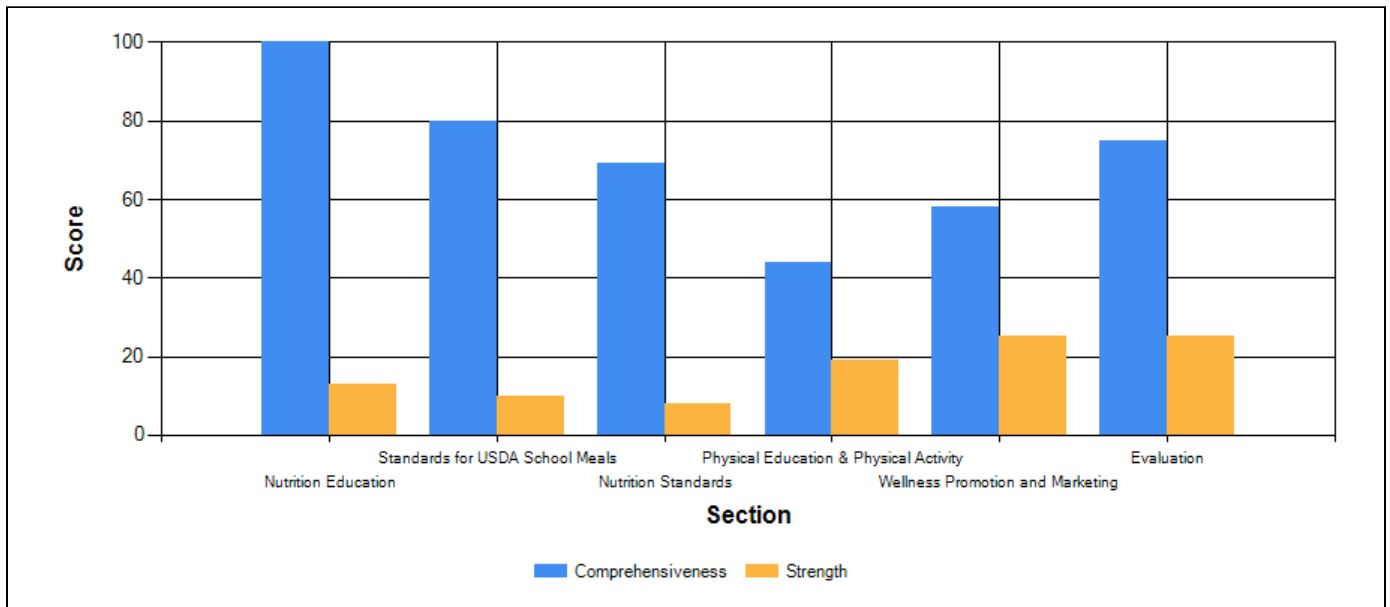
Complete the [WellSAT 3.0 assessment tool](#) and keep a copy of the results on file for at least three full school years plus the current year, as it will be reviewed during the next administrative review of your school nutrition program.

Indicate model policy language used for comparison:

- Alliance for a Healthier Generation: Model Policy
- WellSAT 3.0 example policy language
- Other (please specify): Minnesota School Board Association's model policy

Describe how your wellness policy compares to model wellness policies.

Per the results of the WellSAT3.0 assessment, the ISD199 wellness policy scored a 71 in total comprehensiveness and a 17 in strength of content. To put ISD199's score in context, in 2018, the tool was tested with a sample of 50 school districts and the average comprehensiveness score was a 54 and average strength score was a 33.



The ISD199 wellness policy was compared to the Minnesota School Board Association/Minnesota Association of School Administrator’s (MSBA/MASA) model wellness policy 533. Overall the model MSBA / MASA and ISD199 wellness policies are in alignment besides section VI, “Policy Implementation and Monitoring”, section C, “Triennial Assessment”, which is missing from the ISD199 policy.

Finally, the previous ISD199 wellness policy was compared to other local districts’ policies. Prior to any revisions, the wellness committee reviewed other district’s wellness policies for how they addressed mental health and student wellbeing. To strengthen the comprehensiveness of the ISD199 wellness policy, language will be adapted from these policies and added to ISD199’s policy to create a more inclusive definition of wellness.

The only component that is a federal component that is not included in the ISD199 wellness policy is that the triennial assessment results will be made available to the public. However, using the UConn Rudd Center’s WellSAT 3.0 tool, there were certain areas identified as lacking that would strengthen the policy. These are as follows:

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

- SM5 – Specifies how families are provided information about determining eligibility for free/reduced price meals
- SM10 – Addresses purchasing local foods for the school meals programs

Section 3 – Nutrition Standards for Competitive and Other Foods and Beverages

- NS2 – USDA Smart Snack standards are easily accessed in the policy
- NS7 – Exemptions for infrequent school-sponsored fundraisers
- NS8 – Addresses foods and beverages containing caffeine at the high school level
- NS13 – Addresses availability of free drinking water throughout the school day

Section 4 – Physical Education and Physical Activity

- PEPA1 – There is a written physical education curriculum for grades K-12
- PEPA2 – The written physical education curriculum for each grade is aligned with national and/or state physical education standards
- PEPA4 – Addresses time per week of physical education instruction for all elementary school students
- PEPA5 – Addresses time per week of physical education for all middle school students
- PEPA6 – Addresses time per week of physical education instruction for all high school students
- PEP8 – Addresses providing physical education training for physical education teachers
- PEPA9 – Addresses physical education exemption requirements for all students
- PEPA10 – Addresses physical education substitution for all students
- PEPA12 – Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities

Section 5 – Wellness Promotion and Marketing

- WPM8 – Specifically addresses marketing on school property and equipment (e.g. signs, scoreboards, sports equipment)
- WPM9 – Specifically addresses marketing on educational materials (e.g. curricula, textbooks, or other printed or electronic educational materials)
- 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).
- WPM 11 – Specifically addresses marketing in school publications and media (e.g. advertisements in school publications, school radio stations, in-school television, computer screensavers, school-sponsored internet sites, and announcements on the public announcement (PA) system).
- 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)

Section 6 – Implementation, Evaluation & Communication

- IEC6 – Triennial assessment results will be made available to the public
- IEC8 – Addresses the establishment of an ongoing school building level wellness committee

Nutrition Promotion and Education Goal(s)	Meeting Goal	Partially Meeting Goal	Not Meeting Goal	Describe progress and next steps
<p>Policy 533 III. C 1a-c.</p> <p>C. Nutrition Education and Promotion</p> <p>1. The school district will encourage and support healthy eating by students and staff and engage in nutrition promotion that is:</p> <ul style="list-style-type: none"> a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health and readiness to learn; b. integrated into learning when appropriate and offered in coordination with nutrition trained school food service professionals as applicable; and c. enjoyable, developmentally appropriate, culturally relevant, and participatory activities, such as taste testing, surveys, field trips and other appropriate activities. 		x		<p>Progress Projects</p> <ul style="list-style-type: none"> - Pine Bend encouraged school based agriculture through onsite gardens led by project champion - Taste tests with Food Service and School - Incorporation of nutrition education into the curriculum based on the National Health standards and Minnesota Benchmarks <p>Next Steps</p> <ol style="list-style-type: none"> 1) Initiate more taste tests, district-wide with Student Advisory Group 2) Strengthen bond between agriculture efforts and food being served in cafeteria <ul style="list-style-type: none"> a. Even if food grown in school gardens unable to be used on menus, encourage connection between menu items and what is available in garden

Section 4. Compliance with the Wellness Policy and Progress towards Goals

Physical Activity Goal(s)	Meeting Goal	Partially Meeting Goal	Not Meeting Goal	Describe progress and next steps
<p>Policy 533 III. D1-9</p> <p>D. Physical Activity</p> <ol style="list-style-type: none"> 1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle; 2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and 3. Classroom teachers are encouraged to provide short physical activity or movement breaks between or within lessons or classes, as appropriate. 4. Standards-based guidelines and equipment that conforms to all applicable safety standards should be taught by certified physical education staff to promote enjoyable lifelong healthy behaviors and lifestyle. 5. Schools will be discouraged from limiting recess as a consequence for negative behaviors. 6. Elementary students shall have a supervised recess break daily, preferably outdoors and as weather permits. 7. Schools shall make outdoor and indoor physical activity facilities available for community use when not being used for school activities in accordance with our district facility use policy. 8. Safe bicycling and walking to and from school is promoted and encouraged. 9. School age child care programs shall encourage daily physical activities. 	X			<p>Progress</p> <ol style="list-style-type: none"> 1) Incorporate mindful movement into elementary grades classroom through Mindful Movement 2) District level Safe Routes to School plan to explore ways to increase the number of students walking and biking to school 3) Fostering of collaborative play at Salem Hills preschool/elementary to create optimal environments for social-emotional and cooperative learning <p>Next Steps</p> <ol style="list-style-type: none"> 1. Implement ways of engaging students in walking and biking to school as identified in the Safe Routes to School plan 2. Strengthen policy language from 'schools will be discouraged from limiting recess' to 'schools will not withhold physical activity' 3. Incorporate SHAPE guidelines into physical education curriculum 4. Continue comprehensive communication of physical activity for ISD199 community 5. Continue to encourage educators to incorporate physical activity into curriculum as often as they can

School-based activities to promote student wellness goal(s)	Meeting Goal	Partially Meeting Goal	Not Meeting Goal	Describe progress and next steps
<p>Policy 533.III.E1-4.IV.A-E: III. Guidelines E. Communications with Parents 1. The school district recognizes that families have a primary and fundamental role in promoting and protecting their children's health and well-being. 2. The school district will encourage families' efforts to provide a healthy diet and daily physical activity for their children. 3. The school district encourages families to pack healthy lunches and snacks. 4. The school district will provide information about physical education and other school-based physical activity opportunities within and outside of the school day. IV. Implementation and Monitoring A. Monitoring will be conducted on an annual basis to help review Wellness Policy compliance, assess progress, and determine areas in need of improvement and/or revision. Measurable outcomes will be determined by the wellness committee. B. The school district's food service program administrator will ensure compliance in food service areas and provide an annual report to the superintendent setting forth the nutrition guidelines and procedures for selection of all foods made available through the school food service program as well as the most recent Minnesota Department of Education review, findings, and updates. C. The Superintendent or designee shall execute administrative procedures that designate district level and site-based staff responsible for policy implementation and compliance of the wellness policy. The designated staff will ensure compliance to the nutrition guidelines of all foods made available and provide an annual report to the superintendent. D. The superintendent or designee will ensure compliance with the wellness policy and will provide an annual update and summary report of the school district's compliance with the policy to the school board and communicate to district staff, families, and the public through school website, newsletter, or other means. Documentation will be kept on file on who and how committee members participated in the annual updates. E. The district will conduct an assessment of the wellness policy every three years to assess compliance with the wellness policy, compare the district wellness policy with model wellness policies, and assess progress in attaining the goals of the wellness policy. The triennial assessment will be kept on file.</p>	X			<p>Progress</p> <ul style="list-style-type: none"> - Utilization of local resources, Alliance for Healthier Generation, Rudd Center WellSAT 3.0, MDH tools, MDE tools, and Dakota County Public Health Statewide Health Improvement Partnership Smart Choices collaboration meetings - Support overall student health through SHIP projects (listed in next section of assessment) - District wellness committee convened in-person and virtually during the pandemic 4-5 times per year to discuss successes and struggles with wellness at their site, and discuss language of wellness policy <ul style="list-style-type: none"> o Wellness committee has representation from all schools - Conversations about employee wellbeing <p>Next Steps</p> <ol style="list-style-type: none"> 1. Make changes to ISD199 wellness policy to comply with federal requirements as demonstrated by comparing current policy to model policies and identification of areas to strengthen from WellSAT 3.0 2. Add language to policy which supports mental health/emotional wellbeing 3. Determine if ways to incorporate health equity and social determinant of health language into policy <ol style="list-style-type: none"> a. Set goals as a district through the wellness committee that support health equity 4. Encourage wellness committee members to lead site-based wellness initiatives and/or meetings at their respective schools 5. Create and disseminate wellness survey to Student Council and Student Leaders to engage diversity of stakeholders including students 6. Create strategy to engage parents on the committee

Nutrition guidelines for all foods and beverages for sale on the school campus (i.e. school meals and smart snacks)	Meeting Goal	Partially Meeting Goal	Not Meeting Goal	Describe progress and next steps
<p>Policy 533.II F-G. III A2-5; 9; B1-3.</p> <p>II. General Statement of Policy</p> <p>F. Food service professionals provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition and federal guideline needs of students; make an effort to accommodate the cultural diversity of the student body; and provide clean, safe, pleasant settings and adequate time for students to eat. Free drinking water is provided in each cafeteria.</p> <p>G. Food service professionals will provide allergen information, calorie, saturated fat, and sodium content of meals, as well as nutrition education for students, families, and staff, through the website and school cafeterias. Menus are planned offering a variety of nutrient-rich fresh fruit and/or vegetables, whole grains and other minimally processed foods while incorporating locally grown foods into the menus. Farm to school education is promoted.</p> <p>III. Guidelines</p> <p>A. Food and Beverages</p> <p>1. As part of a well-balanced diet, the school district recommends that all food and beverages made available on campus will be consistent with the current USDA. These guidelines include an increase in the consumption of fruits and vegetables, an increase in fiber and a decrease in fats.</p> <p>2. District staff shall adhere to all federal (USDA), state, and local food safety, security guidelines, Smart Snack guidelines, and school breakfast and lunch guidelines.</p> <p>3. The school district will make every effort to eliminate any social stigma attached to and prevent the overt identification of students and families who are eligible for free and reduced-price school meals by using computerized meal accounts and promoting online application of free/reduced meals.</p> <p>4. The school district will provide students access to hand cleansing before they eat meals or snacks.</p> <p>5. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day. The school district will make every effort to offer recess before lunch at elementary schools to increase student nutrient intake and reduce food waste. Every effort will be made to offer grab and go breakfast.</p> <p>9. The school district requires that any food served as an ala carte item or vending during the school day, meet Smart Snack Guidelines. The school day is defined as the period from the midnight before to 30 minutes after the end of the official school day.</p>	X			<p>Progress</p> <ul style="list-style-type: none"> - Roll out of Grab and Go Breakfast model - Utilization of cloud based menu software system, Primero Edge - Online Meal Balance page for up to date access to pre-payment options, low balance notifications, and meal account refunds and transfers <p>Next Steps</p> <ol style="list-style-type: none"> 1) Strengthen language in policy about making water accessible during mealtimes 2) Add language about 'Grab and Go Breakfasts' to policy to better reflect what is being done in school with what is in policy 3) Strengthen language around communicating negative meal balances with students and families 4) Strengthen communication around nutrition guidelines 5) Communicate the AFHG Amazon SmartSnack store resource for utilization in school programming

<p>B. School Food Service Program/ Personnel</p> <p>1. The school district will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations.</p> <p>2. The Superintendent shall designate appropriate persons to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and provide guidance to the procedures for the section of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA Guidelines.</p> <p>3. In accordance with federal guidelines, the school district will provide continuing professional development for all food service professionals in schools.</p>				
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Guidelines for other foods and beverages available on the school campus, but not sold	Meeting Goal	Partially Meeting Goal	Not Meeting Goal	Describe progress and next steps
<p>Policy 533.III. A8.10-13. C 2-3. E3:</p> <p>III. Guidelines</p> <p>C. Food and Beverages</p> <p>8. The school district will encourage groups to use non-food fundraising.</p> <p>10. The school district will encourage that elementary after school programs serve healthy snacks.</p> <p>11. The school district will encourage families to send only healthy classroom snacks with their students to enhance their student's learning and health.</p> <p>12. Shared classroom food must be pre-approved, unopened, pre-packaged, and store bought from a commercial supplier with nutrition label and ingredient statement. No home-baked goods are allowed due to state Health/Safety laws.</p> <p>13. Classroom celebrations are encouraged to focus on physical activities or non-food rewards, rather than food.</p> <p>C. Nutrition Education and Promotion</p> <p>2. The school district will encourage all students and staff to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through fundraising events, concession stands, and student stores.</p> <p>3. Schools will discourage the use of foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.</p> <p>E. Communications with Families</p> <p>3. The school district encourages families to pack healthy lunches and snacks.</p>		X		<p>Progress</p> <ul style="list-style-type: none"> - Educators and parents encouraged to bring non-food snacks when possible - Handout for early education and elementary parents created to educate on ideas for 'healthy' treats and snacks - Conversations in the wellness committee about what it would take/if it would be possible to change language to 'prohibit' versus 'encourage' – pros and cons discussed <p>Next Steps</p> <ol style="list-style-type: none"> 1) Strengthen language in policy around food offered as a treat in the classroom discouraging families from bringing food/drink items for birthday celebrations 2) Continue educating parents about what constitutes a balanced snacks and lunches, taking into consideration cultural and religious preferences 3) Strengthen communication with classroom teachers about 'Other Foods and Beverages Made Available to Students' component of wellness policy

Marketing and advertising of only foods and beverages that meet Smart Snacks	Meeting Goal	Partially Meeting Goal	Not Meeting Goal	Describe progress and next steps
<p>Policy 533 III. A8</p> <p>III. Guidelines</p> <p>A. Food and Beverages</p> <p>8. The school district will only market and advertise for foods and beverages that meet the Smart Snacks in school nutrition standards.</p>	X			<p>Progress</p> <ol style="list-style-type: none"> 1) Identified locations in the school where food advertising is within the district and ensure it is all Smart Snack compliant <p>Next Steps</p> <ol style="list-style-type: none"> 1) Add a section to the policy specifically related to Food and Beverage Marketing in Schools. <p>“Food and Beverage Marketing in Schools</p> <ol style="list-style-type: none"> 1. School-based marketing will be consistent with nutrition education and health promotion. 2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the USDA Smart Snacks nutrition standards. 3. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the Smart Snacks nutrition standards.”

Include any additional notes, if necessary:

SHIP (Statewide Health Improvement Partnership) Grants: 2021-22 Cycle

<p><u>Goal:</u> Enhance the District Wellness Policy and support establishment of a District Wellness Committee to improve healthy eating, physical activity and tobacco prevention in all Inver Grove Heights Public Schools (Hilltop, Pine Bend, Salem Hills, IGH Middle School, Simley HS).</p>	<ul style="list-style-type: none"> ● Project Champion staff time ● School Wellness Consultant Time – Consultant to provide technical assistance with creation, implementation, documentation, and evaluation of District Wellness Committee and Wellness Policy, and may assist with grant writing, if needed. ● District Wellness Committee Infrastructure <ul style="list-style-type: none"> ○ Establish a District Wellness Committee with broad representation that meets bimonthly to plan, implement, report and evaluate progress on the wellness policy and wellness strategies. ○ Develop and implement a communication plan to share policy and practice changes with all school stakeholders, including but not limited to the district website, parent and student handbooks, newsletters, social media. ● Review District Wellness Policy during the 2019-2020 school year with the goal of identifying a minimum of three improvements/enhancements and a proposed (or draft) plan of action for making the enhancements.
<p><u>Goal:</u> Expand opportunities for Moving and Learning during the school day at Hilltop Elementary School.</p>	<ul style="list-style-type: none"> ● Project champion staff time ● Approved 2-hour Moving and Learning training onsite for all school staff ● Approved Moving and Learning follow-up “Residency Program” to ensure sustainability
<p><i>Site-based School Wellness: To increase well-being, social and emotional health, and resiliency in ISD199 students and staff while navigating learning in the time of COVID-19.</i></p>	
<p><u>Goal:</u> To fully implement Conscious Discipline in seven Early Learning classrooms where teachers were trained during 19-20 school year.</p>	<ul style="list-style-type: none"> ● Supplies for 7 rooms <ul style="list-style-type: none"> ○ Each classroom kit includes: Feeling Buddies Self-Regulation Deluxe Kit, Helping my Feeling Buddies Book, Safe Space Mat, I Choose Self Control Board, Active Calming Center Station
<p><u>Goal:</u> To appreciate and care for the environment; to encourage healthy eating and exposure to fruits and vegetables; to increase time outside at Pine Bend Elementary.</p>	<ul style="list-style-type: none"> ● 2 staff to attend School Yard Garden Conference ● Project Champion stipend to work with students on school-based agriculture project
<p><u>Goal:</u> Build a learning space outside for students at Inver Grove Middle School; Improve the emotional/mental wellness for students; Improve the emotional/mental wellness for teachers.</p>	<ul style="list-style-type: none"> ● Supplies including: Desk/stage, Benches, Chalkboard.
<p><u>Goal:</u> To educate students and staff on anti-racism and equitable practices; Provide students and staff the opportunity to hear and learn from BIPOC; Improve the emotional/mental wellness for BIPOC students.</p>	<ul style="list-style-type: none"> ● 2 BIPOC speakers <ul style="list-style-type: none"> ○ Events will be open to all 816 students and staff at IGHMS.

<p><u>Goal:</u> To provide a calming room for mainstream students that is accessible with supervision throughout the school day. Eventually Simley would like to explore Change to Chill, an anxiety reduction program sponsored through Allina Health, including peer mentorship.</p>	<ul style="list-style-type: none"> • Supplies to include doors with shatterproof windows, paint, rugs, chairs, artwork.
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Other Wellness Initiatives

<p><u>Goal:</u> Districtwide Safe Routes to School Plan</p>	<ul style="list-style-type: none"> • The ISD 199 Safe Routes to Schools Team has worked with district, local, and state entities to explore ways to increase the number of students walking and biking to school. The program will include short term, intermediate, and long-term plans for the school to implement over the next few years.
<p><u>Goal:</u> Farm to School</p>	<ul style="list-style-type: none"> • The ISD 199 Food Service Food Service department purchased and procured local foods from The Good Acre, local food hub. They also purchased local apples from Rabideaux Apple Orchard in Bayfield, WI as well as turkey burgers from Ferndale Farms in Cannon Falls.