

Kentucky Local Wellness Policy Triennial Assessment

In accordance with the [U.S. Department of Agriculture's Final Rule: Local School Wellness Policy Implementation](#), all sponsors participating in the National School Lunch or School Breakfast Program must complete an assessment of their local wellness policy (LWP), at minimum, once every three years. The following report will act as an assessment of the district's LWP. It is recommended that all Kentucky sponsors use the Kentucky Local Wellness Policy Triennial Assessment to fulfill the program requirements.

The assessment must measure the following:

1. Sponsor's compliance with their local wellness policy
2. Sponsor's progress toward meeting their local wellness policy goals
3. How the language in the sponsor's wellness policy compares to the model wellness policy.

Instructions:

Before you begin the assessment, please read through the entire instruction section. Next, follow steps 1-4 to complete the Triennial Assessment Report. The report template can be found on page two of this document. Please note, the brackets with a gray background are editable ({Example of Editable Field}).

STEP 1: Policy Assessment

- Requirement: assess compliance with the local wellness policy.
- How to complete section 1 of the report:
 - Select the people who are participating in the development, implementation, and evaluation of our wellness policy.
 - Select how the public receives notice that they're available to participate in the Local Wellness Process.
 - List and review your district's goals for each of the 7 required policy components and mark with an "X" which column best suits the degree of compliance for each required policy component (Fully in Place, Partially in Place, Not in Place).

STEP 2: Policy Progress and Improvement

- Requirement: describe the overall progress made toward meeting policy goals.
- How to complete: In section 2 of the report, provide a description that includes how you will implement further steps and activities and improvement bases on the information entered in Step 1.

STEP 3: Model Policy Comparison

- Requirement: describe policy strengths and areas for improvement based on the findings of the WellSAT.
- How to complete: First, complete the WellSAT assessment (see below for instructions). Based on the results from WellSAT, provide a brief description of the LWP strengths and areas of improvement in section 3 of the report.
- How to complete the WellSAT: You can complete the WellSAT assessment either electronically OR by hard copy. Go to wellsat.org. Note: Retain a copy of the completed assessment and attach to this assessment.

STEP 4: Record Keeping

- Requirement: each LEA must retain records and make available to the public to document compliance.
- How to complete: Share your progress with your school community by posting it your nutrition services or district webpage.

Perry County Board of Education

Wellness Policy Triennial Assessment Report

Previous Date Completed: {2025 } }

Date Completed: {2025}

A local wellness policy directs efforts to create a healthier school environment. Effective wellness policies support a culture of well-being by establishing healthful practices and procedures for students, staff, and families. Schools/districts participating in the federal Child Nutrition Programs are required to complete an assessment of their local wellness policy, at minimum, once every three years. This report summarizes policy objectives and details the results of the most recent evaluation. For questions regarding the results, contact Thomas Neace, 606-436-8902.

Section 1: Policy Assessment

We encourage administrators, school food service staff, parents, school board members, school health professionals, students, and the general public to participate in the development, implementation, and evaluation of our wellness policy. Currently the committee is comprised of the following (check all that apply):

- | | |
|--|---|
| ☒ Administrators | ☒ School Food Service Staff |
| ☒ P.E. Teachers | ☒ Parents |
| ☒ School Board Members | ☒ School Health Professionals |
| ☐ Students | ☒ Public |

How does the public receive notice that they're available to participate in development, implementation, and evaluation of the district's wellness policy (check all that apply):

- ☒ Advertisement on the public website
- ☒ It is announced at board meetings
- ☐ Recruitment amongst staff and students
- ☒ Advertisement at family enrichment activities
- ☐ Other (please explain):

Required Policy Component Goals and Action Steps

1. Nutrition Education Goals (insert your district's goals below as defined by your district's policy)

Goals What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start Dates	Measurement How is progress measured?	Stakeholders Who will be involved and/or impacted?	Is this Goal in place?		
					Fully in Place	Partially in Place	Not in Place
Example: Food and Beverages will not be used as a reward for students.	a) Provide teachers with list of non-food reward examples. b) Discuss changes at back-to-school staff training. c) Follow-up mid-year to discuss challenges and determine additional communication needed.	Before the beginning of Next School Year	- Verbal check-ins with staff to ensure compliance. - Teacher survey at end of school year.	Teachers, Staff, students		X	
The Perry County School district aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition education.	1. Our food service staff will discuss this at back-to-school training. 2. Our admin of the district will meet to see if there is any interest in a local school wellness committee and get students involved in promoting a healthy school outside of just eating a healthy breakfast and lunch.	After Christmas Break	Will meet with the admin to discuss compliance. Will send a survey home with kids to see if they were asked to be a part of the school wellness committee.	Staff, teachers, students.		X	
All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.	1. PE Class needs to happen at least once a week. 2. All classes should get the opportunity to have a recess daily.	Beginning of the school year	Walk throughs	Staff & teachers	X		
Will provide students with at least 10 minutes to	1. This will be built into the schedules 2. Will recommend that if a student is still eating breakfast when the	Beginning of the	-Check ins with students	Staff & teachers	X		

eat after sitting down for breakfast and 20 minutes after sitting down for lunch.	bell rings he/she can still continue to eat breakfast until the 10 minutes is up.	school year	-Will visit each school multiple times a year				

2. Nutrition Promotion (insert your district's goals below as defined by your district's policy)

Goals What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start Dates	Measurement How is progress measured?	Stakeholders Who will be involved and/or impacted?	Is this Goal in place?		
					Fully in Place	Partially in Place	Not in Place
Promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices	- Food Service Staff will have training on how to promote this at back-to-school training. - They will also attend training at a state level.	Beginning of school year	District Food Service office will make sure nutrition promotion is taking place	Staff		X	
The Perry County School District highly values the health and well-	School staff should be encouraged by district to implement physical activity into their daily routine.	Beginning of school year	Verbal check in with school staff	Staff		X	

being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle.									

3. Food and Beverage Marketing Guidelines on School Grounds (insert your district's goals below as defined by your district's policy)

Goals What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start Dates	Measurement How is progress measured?	Stakeholders Who will be involved and/or impacted?	Is this Goal in place?		
					Fully in Place	Partially in Place	Not in Place
Beverages shall meet the following standards established in 702 KAR 6:090	1. All Food Service staff and admin will be trained and a list sent out that states the guidelines. 2. Allowed: water, plain or non-caloric flavored, sports drinks containing no more than 10 grams of sugar per serving (or 40 calories per 8 oz.), 100% fruit or vegetable juices. Skim or 1% white milk, and fat free flavored milk.	Beginning of School year	-Reviews will take place of all snacks 2 times a year they will be random	Staff, teachers			
Water will be available for ALL							

students at breakfast and lunch								

4. Nutrition guidelines for all foods and beverages available but NOT SOLD on school grounds (i.e., classroom celebrations, rewards, etc.) (insert your district's goals below as defined by your district's policy)

Goals	Action Steps	Timeline Start Dates	Measurement How is progress measured?	Stakeholders Who will be involved and/or impacted?	Is this Goal in place?		
					Fully in Place	Partially in Place	Not in Place
Schools should limit celebrations that involve food during the school day to no more than one party per class per month.	1. Principals will meet and be reminded of the wellness policy and what it states. 2. Food Service Staff will do walk throughs on party days.	Beginning of School Year	Food Service Staff will do walk throughs on party days.	Staff & teachers		X	
Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health	1. Coaches/teachers will be reminded of the wellness policy. 2. They will get a list of approved snacks and the guidelines.	Beginning of the school year	-Verbal Check ins throughout the year -walk throughs	Staff and Teachers		X	

5. Nutrition guidelines for all foods and beverages available SOLD on school grounds (i.e., a la carte, school stores, vending machines, etc.) (insert your district's goals below as defined by your district's policy)

Goals What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start Dates	Measurement How is progress measured?	Stakeholders Who will be involved and/or impacted?	Is this Goal in place?		
					Fully in Place	Partially in Place	Not in Place
Make sure that all snacks sold during the school day or enrichment programs will be smart snack approved.	1. All principals and admin who get food to sale during the school day will get a list of smart snack foods; they will also get the smart snack calculator. 2. Managers will make sure to check and see if they are approved.	Beginning of the school year	-Verbal check in and reminders -Principals will make sure that all snacks are approved	Staff & teachers	X		

6. Physical Activity (insert your district's goals below as defined by your district's policy)

Goals What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start Dates	Measurement How is progress measured?	Stakeholders Who will be involved and/or impacted?	Is this Goal in place?		
					Fully in Place	Partially in Place	Not in Place

Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) as punishment.	1. In the district back to school training, the wellness policy will be reviewed. 2. Principals will give teachers a list of punishments.	Beginning of the school year	-Walk throughs -Principals will keep check on students punishments	Staff & teachers	X		
School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations.	1. Teachers will let the students go to the gym or outside before school starts. 2. Community can request to use the school through principals.	Beginning of the school year	-Verbal check in -list of when the school was used outside of the school day	Staff & teachers		X	
All elementary school students are encouraged to have a scheduled daily recess.	1. Daily recess will be built into all Elementary and Middle School daily schedules	beginning of the school year	-Survey from students	Staff & teachers	X		

7. Other School Based Activities (insert your district's goals below as defined by your district's policy)

Goals What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start Dates	Measurement How is progress measured?	Stakeholders Who will be involved and/or impacted?	Is this Goal in place?		
					Fully in Place	Partially in Place	Not in Place

Foods and beverages offered or sold at school-sponsored events outside the school day should be encouraged to meet the nutrition standards for meals or for foods and beverages sold individually (	1. All Staff & teachers will have a copy of the wellness policy that will tell them what is required of food/beverages.	Beginning of School year	-Verbal Check ins -Survey	Staff, teachers, and Students	X			

Section 2: Policy Progress and Improvement

The Food Service Director and Nutritionist plans to meet with all principals around Christmas Break to discuss the goals that need work. We will work with them to see what we can do better to help them reach these goals. Do they need more resources? Do they need to meet sooner with the wellness committee? Do we need to look at our goals again? We really want to make sure that all staff & teachers understand the importance of the wellness policy and why it is in place. It is in place to make us a better district. After we meet, we will set a date to meet with all staff in Perry County before the start of next school year to go over any new goals, previous ones, and the wellness policy.

Section 3: Model Policy Comparison

A required component of the triennial assessment is to utilize the Rudd Center's Wellness School Assessment Tool (WellSAT) for comparison of the local wellness policy to a model wellness policy. The WellSAT includes 67 best practice policy items related to nutrition education; nutrition standards for foods; physical education and activity; wellness promotion and marketing; and implementation, evaluation, and communication. The comparison identifies policy strengths and areas for improvement, *please attach a copy of your district's Well SAT report to this assessment.*

Local Wellness Policy Strengths

- physical Education
- Nutrition Education

Areas for Local Wellness Policy Improvement

- Wellness promotion and marketing
 - Physical Education (adults & staff)
- Overall, I believe that our wellness policy needs to be updated with the wording. Overall, our wellness policy has all the required items listed, We just need to update the wording.

Your District's Scorecard

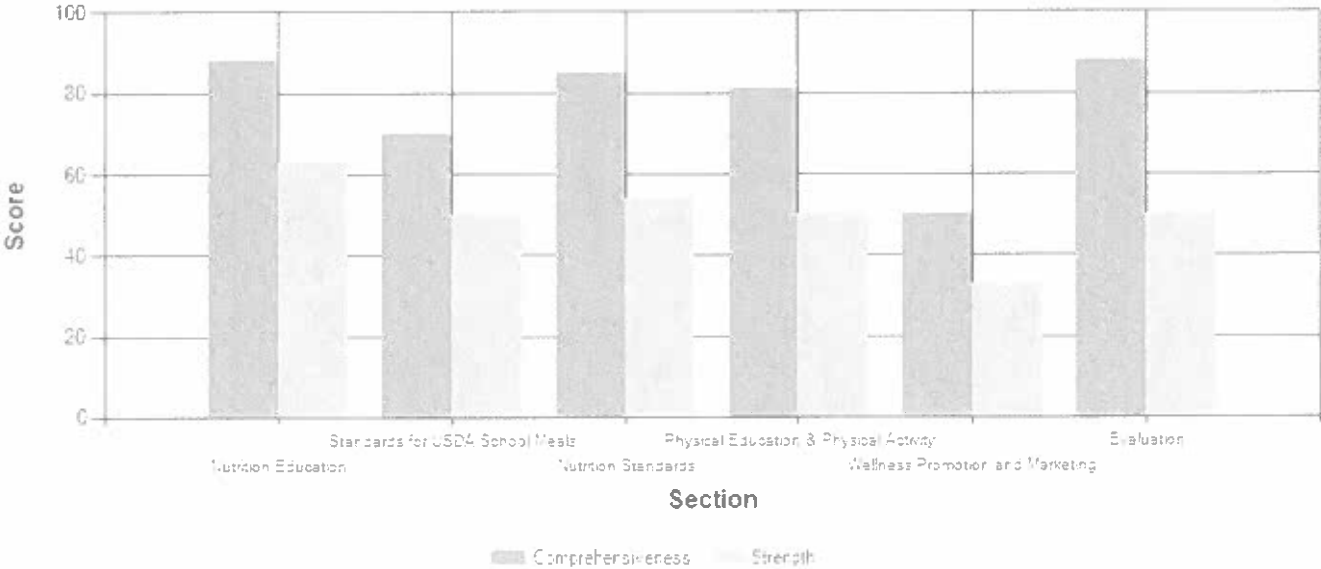
Close window

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: Cambridge WP Assessment



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	1
NE3	All elementary school students receive sequential and comprehensive nutrition education.	2
NE4	All middle school students receive sequential and comprehensive nutrition education.	2
NE5	All high school students receive sequential and comprehensive nutrition education.	1
NE6	Nutrition education is integrated into other subjects beyond health education	0
NE7	Links nutrition education with the school food environment.	2
NE8	Nutrition education addresses agriculture and the food system.	2
Subtotal for Section 1	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."	88

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.

63
[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.	2
SM3	 District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	0
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	0
SM5	Specifies how families are provided information about determining eligibility for free/reduced priced meals.	0
SM6	Specifies strategies to increase participation in school meal programs.	2
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.	1
SM10	 Addresses purchasing local foods for the school meals program.	2
Subtotal for Section 2	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 10 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	70
	Strength Score: Count the number of items rated as "2" and divide this number by 10 (the number of items in this section). Multiply by 100.	50

[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 sold to students during the school day.	2
NS2	USDA Smart Snack standards are easily accessed in the policy.	1

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.	0
NS8	Addresses foods and beverages containing caffeine at the high school level.	0
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.	1
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.	1
NS12	Addresses food not being used as a reward.	2
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 13 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	85
	Strength Score: Count the number of items rated as "2" and divide this number by 13 (the number of items in this section). Multiply by 100.	54

[Click here for Nutrition Standards Resources](#)

Section 4. Physical Education and Physical Activity

Rating

PEPA1	 There is a written physical education curriculum for grades K-12.	2
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.	1
PEPA5	Addresses time per week of physical education instruction for all middle school students.	1
PEPA6	Addresses time per week of physical education instruction for all high school students.	1
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	2

PEPA8	Addresses providing physical education training for physical education teachers.	2
PEPA9	Addresses physical education exemption requirements for all students.	0
PEPA10	Addresses physical education substitution for all students.	1
PEPA11	 Addresses family and community engagement in physical activity opportunities at all schools.	0
PEPA12	 Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	2
PEPA13	Addresses recess for all elementary school students.	2
PEPA14	 Addresses physical activity breaks during school.	1
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	0
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	2
Subtotal for Section 4	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 16 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	81
	Strength Score: Count the number of items rated as "2" and divide this number by 16 (the number of items in this section). Multiply by 100.	50

[Click here for Resources on Physical Activity in Schools](#)

Section 5. Wellness Promotion and Marketing

Rating

WPM1	Encourages staff to model healthy eating and physical activity behaviors.	0
WPM2	 Addresses strategies to support employee wellness.	1
WPM3	Addresses using physical activity as a reward.	0
WPM4	Addresses physical activity not being used as a punishment.	2
WPM5	Addresses physical activity not being withheld as a punishment.	2
WPM6	Specifies marketing to promote healthy food and beverage choices.	2
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).	0
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."	50
	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

[Click here for Wellness Promotion and Marketing Resources](#)

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.	1
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.	1
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.	1
IEC8	Addresses the establishment of an ongoing school building level wellness committee.	0
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."	88
	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.	50

[Click here for Resources for Wellness Policy Development, Implementation and Evaluation](#)

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 77
Total Strength Add the strength scores for each of the six sections above and divide this number by 6.	District Score 50



Federal Requirement



Farm to School



CSPAP