

## Local Wellness Policy Triennial Assessment

Sponsors participating in the National School Lunch Program and/or School Breakfast Program are required to have a Local Wellness Policy. At a minimum, the Local Wellness Policy must be assessed once every three years; this is referred to as the Triennial Assessment. Triennial assessments must determine, for each participating site under a sponsor's jurisdiction, 1) compliance with the wellness policy, 2) progress made in attaining the goals of the wellness policy, and 3) how the wellness policy compares to model wellness policies.

Sponsor Name: McHenry District 15

Site Name: Landmark Elementary School

Date Completed: 4/12/2022

Completed by: Margaret Carey

### Part I: Content Checklist

Below is a list of items that must be addressed in Local Wellness Policies, based on U.S. Department of Agriculture (USDA) and state guidance. Check the box for each item included in your Local Wellness Policy. For any box that is not checked, consider taking steps to add the item(s) to the policy in the future. For more information, see [ISBE's Local Wellness Policy Content Checklist](#).

XGoals for Nutrition Education

XNutrition Standards for School Meals

XWellness Leadership

XGoals for Nutrition Promotion

XNutrition Standards for Competitive Foods

XPublic Involvement

XGoals for Physical Activity

XStandards for All Foods/Beverages  
Provided, but Not Sold

XTriennial Assessments

XGoals for Other School-Based  
Wellness Activities

XFood & Beverage Marketing

☐ Reporting

☐ Unused Food Sharing Plan

## Part II: Goal Assessment

Input the goals of your Local Wellness Policy into the table below for the corresponding areas: Nutrition Education, Nutrition Promotion, Physical Activity, and Other School-Based Wellness Activities. Indicate if the school is meeting, partially meeting, or not meeting each goal listed. Include any next steps in attaining the goal(s), if applicable. Table rows may be added for additional goals.

Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)
<b>Nutrition Education</b>				
Students shall receive nutrition education as part of a sequential program that is coordinated within a comprehensive health education curriculum		X		
To maximize classroom time and to achieve positive changes in students' eating behaviors, nutrition education shall be integrated into the standards-based lesson plans of other school subjects like math, science, language arts, physical education, health, family and consumer science and social sciences.		X		
The nutrition education program shall include enjoyable interactive activities such as contests, promotions; taste testing, field trips or school gardens.			X	Food services will devise activities and opportunities for interactive nutritional education.
All food service personnel shall have adequate pre-service training and regularly participate in professional development activities that provide strategies for providing tasty, appealing and healthy school meals.	X			

Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)
<b>Nutrition Promotion</b>				
Food providers shall offer a variety of age-appropriate, appealing foods and beverage choices and employ food preparation, purchasing and meal planning practices consistent with the current Dietary Guidelines for Americans.	X			
It is recommended that food providers share information about the nutritional content of school meals and/or individually sold foods with students, family and school staff.		X		
School meals shall be served in clean, safe and pleasant settings with adequate time provided for students to eat, at minimum, in accordance with state and federal standards and guidelines. The National Association of State School Boards of Education recommends that students have adequate time to eat, relax and socialize: at least 10 minutes after sitting down for breakfast and 20 minutes after sitting down for lunch.	X			

Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)
<b>Physical Activity</b>				
Students shall participate in physical education that enables them to achieve and maintain a high level of personal	X			

fitness; emphasizes self- management skills including energy balance (calories in minus calories out); is consistent with state/district's standards/guidelines/framework; and is coordinated within a comprehensive health education curriculum. The curriculum shall be consistent with and incorporate relevant Illinois Learning Standards.				
Schools shall provide a daily supervised recess period to elementary students.	X			
Students shall be provided opportunities for physical activity through a range of before- and after-school programs including intramurals, interscholastic athletics and physical activity clubs.		X		School provides fliers to students to promote opportunities to join local physical activity programs held in the local community. Our district does not currently have these opportunities for elementary students

Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)
<b>Other School-Based Wellness Activities</b>				
Students, parents, school staff and community members bringing foods and beverages to school for parties/celebrations/meetings shall be encouraged to provide healthful options and shall be provided with a list of recommended food and beverage options.	X			
School-based organizations shall be encouraged to raise funds through the sale of items other than food.	X			

Schools shall take efforts to promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans and Food Guidance System (MyPyramid) such as fruits, vegetables, low-fat dairy foods and whole grain products.	X			
All foods and beverages made available on campus shall comply with the federal, state and local food safety and sanitation regulations. New regulations are being established for the 2013-2014 school year. These regulations will address food sold during the day which will include a half hour after school. Vending machines shall also fall within nutritional guidelines.	X			

### Part III: Model Policy Comparison

Indicate the Model Wellness Policy used for comparison against your Local Wellness Policy. Provide a narrative for each prompt below based on the findings.

☒ [Alliance for a Healthier Generation's Model Wellness Policy](#)

☐ [Rudd Center's WellSAT 3.0](#)

☐ Other: \_\_\_\_\_

1. What strengths does your current Local Wellness Policy possess?

Our local wellness policy has been addressed by multiple levels of management. The policy committee has taken the advice of not just those on the wellness committee but with a wide range of people that the wellness policy would effect. The current wellness policy is being fined tuned to make sure that it is effective and has the lasting impact to the students' future nutrition and active lifestyles and allows for the flexibility of ideas to initiate new programs.

2. What improvements could be made to your Local Wellness Policy?

Our local wellness police could have a bigger commitment by the public including parents and students. We as a committee would like more input from the people this policy is affecting and understand how they feel about these guidelines and the affect they will have with the student's well-being.

3. List any next steps that can be taken to make the changes discussed above.

Wellness policy meetings will be communicated to the school district's community and request more participation from community members with the meeting and wellness related initiatives.