

Local Wellness Policy: Triennial Assessment



Background Information

A local school wellness policy is a written document that guides a local education agency's (LEA) or school district's efforts to establish a school environment that promotes students' health, well-being, and ability to learn. The wellness policy requirement was strengthened by the Healthy, Hunger-Free Kids (HHKA) Act of 2010. An assessment of the school wellness policy must be conducted a minimum of once every three years; however, LEAs may assess the policy more frequently. The first assessment is to be completed by June 30, 2020.

Triennial Recordkeeping

This assessment resource is offered as a way to summarize the information gathered during the assessment. It contains the three required components:

- 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

LEAs can document the assessment in other formats as long as the three required components are included. Keep a copy of the most recent triennial assessment, school building progress reports and additional supporting documentation on file. These will be needed during a School Nutrition Program administrative review.

Triennial Assessment Summary

The following sections are included in this resource as a tool to document compliance:

- Section 1: General Information and Wellness Committee
- Section 2: Compliance with the Wellness Policy
- Section 3: Comparison to Model School Wellness Policies
- Section 4: Progress Towards Goals

Public Updates

HHKA requires that LEAs make the following available to the public. This can include posting the information on the school website or information on how the public can request copies.

- The wellness policy, including any updates to and about the wellness policy, on an annual basis, and
- The Triennial assessment, which needs to include documentation of progress towards meeting the goals of the policy.

Resources

- [Iowa Sample Wellness Policy](#): developed by Iowa Association of School Boards and Iowa Department of Education can be utilized as a guide when updating policies.
- [Healthy Choices Count 5-2-1-0 Registered Sites](#): the Iowa Healthiest State Initiative has a registration process for schools that includes a questionnaire of current policies and practices. The questionnaire can be used as a tool to review and update the policy.

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Section 1: General Information and Wellness Committee

LEA (Local Education Agency) Name	Ireton Christian School
Date Triennial Assessment was Completed	4/3/25
Date of Last Wellness Policy Review	5/6/24
Website address for the policy, updates, and assessment results and/or information on how the public can access copies	www.iretonchristianschool.com
How often does the school wellness committee meet? Date of last meeting?	Yearly – 4/9/25

Designated School Wellness Leader

LEAs must designate at least one school official responsible for determining the extent to which each school under their jurisdiction is in compliance with the wellness policy.

Name	Job Title	Email
Megan Kooima	Principal	Megan.kooima@iretonchristianschool.com

School Wellness Committee Members

Name	Job Title/Volunteer	Email
Kooima	Principal	Megan.kooima@iretonchristianschool.com
Westergard	Board President	Not Available
Richardson	Parent/PE Teacher	Not Available
Mia Weida	Student	Not Available
Rochelle Eisma	Head Cook	headcook@iretonchristianschool.com



Section 2: Compliance with the Wellness Policy

At a minimum, local wellness policies are required to include (verify all the following are included in the school wellness policy by checking the boxes below):

Specific goals for:

- X Nutrition promotion and education,
- X Physical activity, and
- X Other school based activities that promote student wellness.
- X Standards and nutrition guidelines for all foods and beverages sold to students before, during and 30 minutes after the school day.
- X Standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties, classroom snacks brought by parents, or incentives).
- X Policies for food and beverage marketing that allow marketing and advertising of only those foods and beverages that meet the Smart Snacks in School nutrition standards.
- X Description of public involvement, public updates, policy leadership, and evaluation plan.

Another form of documentation for Section 2 is the [School Wellness Policy Checklist](#).

Section 3: Comparison to Model School Wellness Policies

The [Alliance for a Healthier Generation Model Policy](#) is to be used as a best practice guide.

Compare local wellness policy language with the model policy and identify areas where the language is comparable to the model policy and potential areas that can be strengthened.

Areas with Similar Language	Potential Areas to Strengthen Language
<ul style="list-style-type: none"> Both policies emphasize providing nutritious meals that meet or exceed federal nutrition standards. Both encourage participation in meal programs while maintaining student confidentiality. Both policies emphasize integrating nutrition education into the curriculum across multiple subjects. 	<ul style="list-style-type: none"> Explicitly include language requiring the reduction of sodium, added sugars, and unhealthy fats in all school-provided meals and snacks. Encourage short movement breaks throughout the school day, especially for students in long periods of seated instruction. Strengthen staff-focused wellness efforts, including access to wellness resources and incentives for healthy behaviors.



Optional Resource:

- [WellSAT 3.0](#): Online quantitative tool that determines where revisions are needed to strengthen the language in school wellness policies and provides sample language.

Section 4: Progress Towards Goals

- Use the [School Wellness Policy Progress Report](#) to document compliance and progress towards each goal at the school building level. The report can include information for each building or include progress for all buildings (please clearly identify buildings and associated progress).