

# Triennial Assessment Report: ScioSchoolDistrictTriennialAssessment2025 (2/2025)

## District: SCIO SD 95

### Strong Policies and Aligned Practices

Our district has strong policies and aligned practices with federal requirements for nutrition education, physical education and wellness promotion.

We have skills-based, behavior-focused, and interactive methods used in nutrition education to develop student skills.

We have written physical education curriculum that is aligned with national and state standards.

		Policy Score	Practice Score	
<b>FR1</b>	Does the district have specific goals for nutrition education designed to promote student wellness?	2	2	★
<b>FR4</b>	Is free (i.e., no cost to students) drinking water available to students during meals?	2	2	★
<b>FR12</b>	Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?	2	2	★
<b>FR15</b>	How is the wellness policy made available to the public?	2	2	★
<b>FR16</b>	Is wellness policy implementation evaluated every three years?	2	2	★
<b>FR17</b>	What is included in the triennial assessment report to the public?	2	2	★
<b>NES8</b>	Do you know where to access the USDA Smart Snacks nutrition standards to check and see if an item can be sold in school during the school day?	2	2	★
<b>NES14</b>	Do students have consistent and easy access to free drinking water throughout the school day?	2	2	★

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<b>NE1</b>	Are skills-based, behavior-focused, and interactive/ participatory methods used in nutrition education to develop student skills?	<b>2</b>	<b>2</b>	☆
<b>PEPA2</b>	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	<b>2</b>	<b>2</b>	☆
<b>PEPA4</b>	How many minutes per week of PE does each grade in elementary school receive?	<b>2</b>	<b>2</b>	☆
<b>PEPA5</b>	How many minutes per week of PE does each grade in middle school receive?	<b>2</b>	<b>2</b>	☆
<b>PEPA7</b>	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	<b>2</b>	<b>2</b>	☆
<b>PEPA18</b>	Do teachers ever use physical activity as a punishment?	<b>2</b>	<b>2</b>	☆
<b>PEPA19</b>	Do teachers ever withhold physical activity as a classroom management tool?	<b>2</b>	<b>2</b>	☆
<b>IC1</b>	Is there an active district-level wellness committee?	<b>2</b>	<b>2</b>	☆

### Create Practice Implementation Plan





There are areas in which we need to work on policy and practice to meet federal requirements that have been identified. Each of these areas involves how we assess the wellness policy and the use of the triennial assessment.

We will increase the representation of our wellness committee.

We will increase awareness in each school of the federal requirements and USDA Smart Snacks so that we have better alignment between policy and practices.


We will work to update our wellness policy during the 25-26 school year based on this assessment.

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		<b>Policy Score</b>	<b>Practice Score</b>	
<b>FR6</b>	Do all competitive foods and beverages sold to students during the school day meet or exceed the USDA's nutrition standards, commonly called Smart Snacks?	<b>2</b>	<b>1</b>	
<b>FR13</b>	Which groups are represented on the district-level wellness committee?	<b>2</b>	<b>1</b>	
<b>FR14</b>	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school?	<b>2</b>	<b>1</b>	
<b>FR18</b>	Has the wellness policy been revised based on the previous triennial assessment?	<b>2</b>	<b>1</b>	

## Update Policies

















We identified through our assessment that there are many areas where we have implemented wellness practices in our schools that are either (a) not mentioned in our wellness policy or (b) are only vaguely mentioned in our policy. To remedy this, and to assure all other areas are in compliance, our wellness committee will work during the 2025-2026 school year to update our wellness policy. Our goal will be to draft new language during our meetings so that our school Board can review and approve the changes by the end of the school year.

		<b>Policy Score</b>	<b>Practice Score</b>	
<b>FR2</b>	Do your National School Lunch Program meals (and, if applicable, School Breakfast Program meals) meet all federal standards for meal patterns, nutrient levels, and calorie requirements for the grade levels served?	<b>1</b>	<b>2</b>	







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<b>FR5</b>	Do all school nutrition program directors, managers, and staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements?	<b>0</b>	<b>2</b>	
<b>FR7</b>	Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?	<b>0</b>	<b>2</b>	
<b>NES1</b>	Does the district offer breakfast every day to all students?	<b>0</b>	<b>2</b>	
<b>NES4</b>	Does your school use strategies to maximize participation in the school breakfast program and/or school lunch program?	<b>0</b>	<b>2</b>	
<b>NES7</b>	 In your district, is it a priority to procure locally produced foods for school meals?	<b>0</b>	<b>2</b>	
<b>NES9</b>	Are you familiar with any state laws allowing exemptions for school-sponsored fundraisers during which foods and beverages do not have to meet Smart Snacks?	<b>0</b>	<b>2</b>	
<b>NES11</b>	Do all foods or beverages SERVED (not sold) to students after the school day on school grounds (including aftercare, clubs, and afterschool programming) meet federal nutrition standards (e.g., CACFP or Smart Snacks)?	<b>0</b>	<b>2</b>	
<b>NE2</b>	Do all elementary school students receive sequential and comprehensive nutrition education?	<b>1</b>	<b>2</b>	
<b>NE3</b>	Do all middle school students receive sequential and comprehensive nutrition education?	<b>1</b>	<b>2</b>	
<b>NE4</b>	Do all high school students receive sequential and comprehensive nutrition education?	<b>1</b>	<b>2</b>	
<b>NE5</b>	Is nutrition education integrated into other subjects beyond health education?	<b>0</b>	<b>2</b>	

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<b>NE7</b>	 Does nutrition education address agriculture and the food system?	<b>0</b>	<b>2</b>	
<b>PEPA1</b>	 Does the district have a written physical education curriculum that is implemented consistently for every grade?	<b>1</b>	<b>2</b>	
<b>PEPA3</b>	How does your physical education program promote a physically active lifestyle?	<b>0</b>	<b>2</b>	
<b>PEPA6</b>	How many minutes per week of PE does each grade in high school receive?	<b>0</b>	<b>2</b>	
<b>PEPA8</b>	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	<b>1</b>	<b>2</b>	
<b>PEPA9</b>	What percentage of students do you estimate do not take PE each year due to exemptions?	<b>0</b>	<b>2</b>	
<b>PEPA10</b>	What percentage of students do you estimate do not take PE each year due to substitutions?	<b>0</b>	<b>2</b>	
<b>PEPA11</b>	 Are there opportunities for families and community members to engage in physical activity at school?	<b>1</b>	<b>2</b>	
<b>PEPA12</b>	 Are there opportunities for all students to engage in physical activity before and after school?	<b>0</b>	<b>2</b>	
<b>PEPA13</b>	Is there daily recess for all grades in elementary school?	<b>0</b>	<b>2</b>	
<b>PEPA14</b>	 Do teachers provide regular physical activity breaks for students in the classroom?	<b>1</b>	<b>2</b>	

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<b>PEPA16</b>	What proportion of students walk or bike to school?	<b>0</b>	<b>2</b>	
<b>PEPA17</b>	 Are teachers encouraged to use physical activity as a reward for students?	<b>0</b>	<b>2</b>	
<b>EW1</b>	 Are there strategies used by the school to support employee wellness?	<b>0</b>	<b>2</b>	
<b>IC2</b>	Is there an active school-level wellness committee?	<b>0</b>	<b>2</b>	



### Opportunities for Growth

We had seven areas identified as opportunities for growth. The school wellness committee will review each item in order to best implement policy that reflects the values of our schools and community.


		<b>Policy Score</b>	<b>Practice Score</b>	
<b>FR11</b>	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	<b>1</b>	<b>1</b>	
<b>NES5</b>	Are marketing strategies used to promote healthy food and beverage choices in school?	<b>1</b>	<b>1</b>	
<b>NES6</b>	Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated?	<b>0</b>	<b>1</b>	
<b>NES10</b>	Are foods or beverages containing caffeine sold at the high school level?	<b>0</b>	<b>0</b>	
<b>NES13</b>	Do teachers or school staff give students food as a reward?	<b>0</b>	<b>0</b>	

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<b>NE6</b>	Do school nutrition services staff members use the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?	<b>0</b>	<b>1</b>	
<b>EW2</b>	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	<b>0</b>	<b>1</b>	

### Key

 **Strong Policies and Aligned Practices** - District has a strong policy and is fully implementing practices that align with the policy

 **Create Practice Implementation Plan** - District has a strong or weak policy, but practice implementation is either absent or limited

 **Update Policies Update Policies** - District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy

 **Opportunities for Growth** - District has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way

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