

Triennial Assessment Report: WellSAT (5/2025)

District: CORNWALL

Introduction

Cornwall Consolidated School has the need for updated policy that aligns to the practices in place in a majority of the categories.

Compared to the previous assessments and a previous administrator, the scores reflect higher with the same policy in place. I have met with the superintendent to work on an updated Regional policy. Specific language in our policy is needed to provide more clarification in showing that we align with federal requirements. In addition, we have opportunities for growth that are currently under revision due to changes in the required curriculum or best practices within the NSLP guidelines. Our triennial assessment was completed using the WellSAT tool. The Principal reviewed the policy portion, and further review and analysis were completed with the physical education teacher and school nurse. The School Climate Committee designates a portion of their meetings to wellness at this time, but we will look to have two Wellness-only focused committee meetings next school year to review the new policy and triennial assessment before its submission to the Board of Education.

Strong Policies and Aligned Practices

A majority of the federal requirements in this section are related to the management and procedures of our school lunch program. We strictly follow the guidelines of the NSLP with support from our RESC Food Service Director. The director works closely with our cafeteria manager to ensure that all federal requirements are being met, and to encourage the implementation of some of the recommendations.

The wellness committee has transitioned to be a part of the school climate committee to encompass wellness, climate, and culture together. This puts an emphasis on school community wellness being a part of our school climate focus. The physical education program requirements ensure that students have access to physical activity for the required minutes. Additionally, it ensures that staff is encouraged to provide access when it is not scheduled (breaks, walks outside, etc.). Most of these sections were aligned in our previous triennial assessment. One difference would be the addition of a breakfast program and implementing the change will be great to offer a daily breakfast program to all students.

		Policy Score	Practice Score	
FR14	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school?	2	2	☆
FR15	How is the wellness policy made available to the public?	2	2	☆
FR17	What is included in the triennial assessment report to the public?	2	2	☆

Create Practice Implementation Plan

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In order to ensure full compliance with the elements of the LSWP, we plan to implement the following:

1. Clarify language in the wellness policy around using food as a reward, and withholding physical activity as a classroom management tool. Offer other options to staff for rewards, implement restorative practices.

1a. Responsible Party: Principal and Wellness Committee, Staff

1b. Timeline: 2025-2026 school year

1c. Assessment: Written policy (Regional update), Restorative practices professional learning, and observations

2. Provide opportunities for all students to engage in physical activity after school in addition to advertisement of Park and Rec programs

2a. Responsible Party: Principal and Office staff, Healthy Kids After School Program, CCSFE committee for after school engagement

2b. Timeline: 2025-2026 school year



1c. Assessment: Healthy Kids, Park and Rec communication

3. Host a walk or bike to school day

3a. PE teacher, Principal, School Climate Committee

3b. Timeline: 2025-2026 school year


3c. Assessment: Student count

		Policy Score	Practice Score	
FR18	Has the wellness policy been revised based on the previous triennial assessment?	2	0	
PEPA16	What proportion of students walk or bike to school?	1	0	













Update Policies

Responsible Party: Principal in collaboration with Regional Superintendent and BOE












Timeline: 2025-2026 School Year

		Policy Score	Practice Score	
FR2	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?	1	2	

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FR3	Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?	0	2	
FR4	Is free (i.e., no cost to students) drinking water available to students during meals?	0	2	
FR6	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?	1	2	
FR7	Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?	1	2	
FR13	Which groups are represented on the district-level wellness committee?	1	2	
FR16	Is wellness policy implementation evaluated every three years?	1	2	
NES2	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	0	2	
NES3	Does your school or district provide information to families about eligibility for free or reduced-price meals?	0	2	
NES4	Does your school use strategies to maximize participation in the school breakfast program and/or school lunch program?	0	2	
NES5	Are marketing strategies used to promote healthy food and beverage choices in school?	0	2	
NES6	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?	0	2	
NES8	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?	1	2	

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NES9	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?	0	2	
NES14	Do students have consistent and easy access to free drinking water throughout the school day?	0	2	
PEPA1	 Does the district have a written physical education curriculum that is implemented consistently for every grade?	1	2	
PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	1	2	
PEPA3	How does your physical education program promote a physically active lifestyle?	1	2	
PEPA4	How many minutes per week of PE does each grade in elementary school receive?	1	2	
PEPA5	How many minutes per week of PE does each grade in middle school receive?	1	2	
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	0	2	
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	0	2	
PEPA9	What percentage of students do you estimate do not take PE each year due to exemptions?	0	2	

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PEPA10	What percentage of students do you estimate do not take PE each year due to substitutions?	0	2	
PEPA13	Is there daily recess for all grades in elementary school?	1	2	
PEPA14	 Do teachers provide regular physical activity breaks for students in the classroom?	1	2	
PEPA15	Does the district have "joint-use" or "shared-use" agreements?	0	2	
PEPA17	 Are teachers encouraged to use physical activity as a reward for students?	0	2	
PEPA18	Do teachers ever use physical activity as a punishment?	0	2	
PEPA19	Do teachers ever withhold physical activity as a classroom management tool?	0	2	
EW1	 Are there strategies used by the school to support employee wellness?	0	2	
IC1	Is there an active district-level wellness committee?	1	2	
IC2	Is there an active school-level wellness committee?	1	2	

Opportunities for Growth

NES7: Include language about procuring locally produced foods for school meals through the recommendation of our Food Service Director.












NE2,3,5: Policy language will be changed to match curriculum changes.

Responsible Party: Principal, Food Service Director, staff

Timeline: 2025-2026 school year









	Policy	Practice	
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		Score	Score	
FR1	Does the district have specific goals for nutrition education designed to promote student wellness?	1	1	
FR5	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?	0	1	
FR11	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	0	1	
NES7	 In your district, is it a priority to procure locally produced foods for school meals?	0	1	
NES11	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)?	0	1	
NES13	Do teachers or school staff give students food as a reward?	0	1	
NE1	Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?	1	1	
NE2	Do all elementary school students receive sequential and comprehensive nutrition education?	1	1	
NE3	Do all middle school students receive sequential and comprehensive nutrition education?	1	1	
NE5	Is nutrition education integrated into other subjects beyond health education?	1	1	

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NE6	Do school nutrition services staff members use the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?	1	1	
NE7	 Does nutrition education address agriculture and the food system?	0	1	
PEPA11	 Are there opportunities for families and community members to engage in physical activity at school?	0	1	
PEPA12	 Are there opportunities for all students to engage in physical activity before and after school?	1	1	
EW2	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	0	1	

Conclusion

Improve Policy to align with Practices

Create Practice Implementation Plan: This category contains one federal requirement which is followed for a majority of the year. Some school celebrations might include foods and beverages that are not regulated, this is a rare occurrence.

Update Policies: The goal will to see all areas marked as below updated as a result of the assessment. All items will also be addressed to match our practice.

Opportunities for Growth: All items will be addressed as recommended.

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

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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

For more resources, visit: wellsat.org/resources

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