

Triennial Assessment Report: 2026 Triennial Assessment (2/2026)

District: ROLLA 31

Introduction

Our district completed this year’s assessment on [Insert Date]. Our wellness committee—comprising school nurse, cafeteria supervisor, parent, board member, community member, and administration —oversaw the process using the federally recognized WellSAT.

How We Compare & Our Progress

Our district’s policies and practices have areas that strongly align with federal requirements and best practices, particularly in providing free accessible drinking water during meals, and sufficient time allotments for meals. RPS has great district level committee representation and activity, and physical education curriculum. However this assessment aided our identification of areas the district can improve either policy, practice, and/or both to better align with federal requirements. RPS does not have a comparison for this year, given it is our first triennial assessment. The district is dedicated to fostering a healthy environment for our students and will use these results to refine our wellness initiatives. For a comprehensive look at our findings, please review the complete summary on our district’s District Wellness Page.

Strong Policies and Aligned Practices

Based on the WellSAT assessment, RPS has demonstrated strong policies and aligned practices in several areas, including compliance with federal requirements in nutrition education, physical activity, and maintaining an active district-level wellness committee. As this is the district’s first triennial assessment, there is no prior data available for comparison or measurement of improvement at this time. However, the wellness committee will use the assessment results to identify goals and priority areas for improvement over the next three years.

		Policy Score	Practice Score	
FR4	Is free (i.e., no cost to students) drinking water available to students during meals?	2	2	☆
FR13	Which groups are represented on the district-level wellness committee?	2	2	☆
NES1	Does the district offer breakfast every day to all students?	2	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?	2	2	☆
NES14	Do students have consistent and easy access to free drinking water throughout the school day?	2	2	☆
PEPA1	 Does the district have a written physical education curriculum that is implemented consistently for every grade?	2	2	☆
PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	2	2	☆
PEPA13	Is there daily recess for all grades in elementary school?	2	2	☆
IC1	Is there an active district-level wellness committee?	2	2	☆

Create Practice Implementation Plan

After reviewing the data from the WellSAT triennial assessment, RPS has identified a need to improve practices involving food sold outside the cafeteria, increase physical education time for middle and high school students, and review and strengthen policy language in these areas. The committee will meet

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during the first quarter of the 2026–27 school year to identify priority areas for improvement and develop plans and goals for implementation throughout the school year and beyond. Initial efforts will focus on changes that can be addressed quickly, while establishing longer-term goals for areas requiring more extensive planning and implementation.

		Policy Score	Practice Score	
FR1	Does the district have specific goals for nutrition education designed to promote student wellness?	2	1	
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?	2	0	
FR7	Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?	2	1	
FR8	Do all foods and beverages sold in vending machines meet Smart Snack standards?	2	0	
FR9	Do all foods and beverages sold in school stores during the school day meet Smart Snack standards?	2	0	
FR11	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	1	0	
FR12	Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?	1	0	
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?	1	0	
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)?	1	0	
NES12	Do all foods or beverages SOLD (not served) 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)?	1	0	
NE5	Is nutrition education integrated into other subjects beyond health education?	2	0	
PEPA5	How many minutes per week of PE does each grade in middle school receive?	1	0	
PEPA6	How many minutes per week of PE does each grade in high school receive?	1	0	

Update Policies

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There are several areas in which the district's practice scores are strong; however, it was determined that the policy language could be improved to better align with federal requirements and current district practices. Updating and strengthening the policy language is expected to be a relatively quick and manageable change that can be implemented during the 2026–27 school year. The district wellness committee will review the existing policy, identify areas needing clarification or expansion, and revise the language to ensure all federally required components are clearly addressed and accurately reflected in district procedures and practices.

		Policy Score	Practice Score	
FR3	Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?	0	2	
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	2	
FR15	How is the wellness policy made available to the public?	1	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	
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?	0	2	
NE1	Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?	0	2	
NE2	Do all elementary school students receive sequential and comprehensive nutrition education?	0	2	
NE3	Do all middle school students receive sequential and comprehensive nutrition education?	0	2	
NE7	 Does nutrition education address agriculture and the food system?	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	
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	

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PEPA9	What percentage of students do you estimate do not take PE each year due to exemptions?	0	2	
PEPA15	Does the district have "joint-use" or "shared-use" agreements?	0	2	
EW1	 Are there strategies used by the school to support employee wellness?	1	2	

Opportunities for Growth

The WellSAT assessment has helped RPS identify several areas needing improvement in both district policy and wellness practices. One major priority is improving access to foods and beverages that meet federal Smart Snacks standards. The district is currently exploring the possibility of contracting with a meal service provider to improve the availability and consistency of compliant food options throughout the school day. In addition, the assessment highlighted the need to strengthen compliance for foods sold outside of the cafeteria, including vending machine offerings. These concerns have already been discussed with administrators at the junior high and senior high levels, and future planning will focus on ensuring all competitive foods meet federal nutrition requirements.

Additional areas identified for improvement include nutrition education at the high school level, increasing family and community involvement in wellness initiatives, encouraging staff to model healthy lifestyle choices, and increasing building-level participation in wellness activities and policy implementation. These areas are considered priorities for long-term district wellness improvement and align with the district's goal of creating a stronger culture of health and wellness across all schools.

The District Wellness Committee, in collaboration with district administration, food service staff, and building leaders, will be responsible for developing implementation strategies for these priority areas. Initial discussions and planning will begin during the 2026–2027 school year Wellness Committee meetings. Because many of these goals require changes in practice, stakeholder engagement, and ongoing evaluation, the district recognizes that full implementation and measurable improvement will take place over multiple years.

The committee will work to develop an implementation plan outlining specific goals, responsibilities, timelines, and methods for evaluating progress. Success will be measured through future WellSAT assessments, monitoring compliance with Smart Snacks regulations, increased participation in wellness initiatives, feedback from staff and families, and evidence of expanded nutrition education and wellness programming at the building level.

Responsibility for updating district wellness policy language will remain with the District Wellness Committee and district administration, with recommendations presented to the Board of Education as revisions are developed. Policy updates related to Smart Snacks compliance and other identified wellness priorities will be reviewed during the 2026–2027 school year, with implementation occurring in phases as resources, staffing, and partnerships are established. The district is committed to continuous improvement and recognizes that strengthening wellness practices is an ongoing process that will require collaboration and sustained effort over time.

		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	1	
FR10	Are there fundraisers that sell foods or beverages to be consumed during the school day? If yes, do the foods and beverages sold meet Smart Snacks standards?	1	1	
FR14	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school?	0	0	
NES2	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	0	0	
NES5	Are marketing strategies used to promote healthy food and beverage choices in school?	1	1	

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NES10	Are foods or beverages containing caffeine sold at the high school level?	0	0	
NES13	Do teachers or school staff give students food as a reward?	0	0	
NE4	Do all high school students receive sequential and comprehensive nutrition education?	0	1	
NE6	Do school nutrition services staff members use the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?	0	0	
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	
PEPA16	What proportion of students walk or bike to school?	0	0	
PEPA17	 Are teachers encouraged to use physical activity as a reward for students?	0	1	
PEPA18	Do teachers ever use physical activity as a punishment?	0	0	
PEPA19	Do teachers ever withhold physical activity as a classroom management tool?	0	0	
EW2	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	0	0	
IC2	Is there an active school-level wellness committee?	0	0	

Conclusion

Overall, the WellSAT assessment provided RPS with valuable insight into both the strengths of the district wellness program and the areas needing improvement. The district recognizes the importance of creating a school environment that supports healthy eating, physical activity, and overall student wellness. While RPS currently meets many wellness requirements, the assessment identified opportunities to strengthen nutrition education, increase family and staff involvement, improve consistency across buildings, and ensure all foods sold during the school day meet federal Smart Snacks standards.

The district is committed to using the assessment results to guide future planning and continuous improvement efforts. Over the next several years, the Wellness Committee, district administration, and school staff will work together to update policies, improve practices, and expand wellness opportunities for students and families. RPS understands that meaningful improvement will take time, but the district is dedicated to building a stronger culture of wellness that supports student health, learning, and long-term success.

Key



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

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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

For more resources, visit: wellsat.org/resources

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