

Wisconsin Local Wellness Policy Triennial Assessment Report Card

SASD Local Wellness Policy REports Card 6/2020

In accordance with the U.S. Department of Agriculture’s Final Rule: Local School Wellness Policy Implementation, all School Food Authorities (SFAs) participating in the National School Lunch or School Breakfast Program must complete an assessment of their local wellness policy, at minimum, once every three years. The assessment requirement is designed to result in local school wellness policies that strengthen the ability of SFAs to create a school nutrition environment that promotes students' health, well-being, and ability to learn. The assessment must measure the SFA’s compliance with their local wellness policy, describe the SFA’s progress toward meeting their local wellness policy goals, and describe how the language in the SFA’s wellness policy compares to the model wellness policy. **The Wisconsin Local Wellness Policy Triennial Assessment Report Card is required to be used by all Wisconsin SFAs in order to fulfill the triennial assessment requirement.**

As part of the Triennial Assessment Report Card, SFAs are required to complete the Wellness School Assessment Tool (WellsAT). The WellsAT allows SFAs to rate the extent to which their policy contains language related to 67 policy items considered to be best practices for school wellness. Please note, the WellsAT only evaluates policy content. If your SFA has implemented best practices but has not included language within the policy, you must select the rating that corresponds with no policy language present. Once completed, an overall comprehensive score and strength score will be calculated. The assessment can be completed electronically at wellsat.org. To complete the assessment electronically, you will need to log-in to the online portal or register as a new user and begin a new assessment. The assessment may be completed manually by downloading the [assessment questions](#) and filling out the [scorecard](#) with your responses.

Completing the Wisconsin Local Wellness Policy Triennial Assessment Report Card

The Triennial Assessment Report Card template can be found starting on page two of this document. Navigate through the fillable form fields and enter the indicated information. The form fields are identified as appearing in brackets and with a gray background (`{{Example Form Field}}`).

- 1. Assess Compliance with the Local Wellness Policy.**
Enter SFA wellness policy statements and rate the degree of compliance. Delete any rows within the tables that are not needed. Additional rows may be added as needed. Calculate the overall rating by taking the average of all policy statement scores.
- 2. Describe the overall progress made toward meeting policy goals.**
Provide a narrative update describing progress achieved, activities implemented, and plans for future wellness policy implementation.
- 3. Report on results of the WellsAT.**
Describe areas of policy strength and areas for improvement based on the findings of the WellsAT. You may elect to include your WellsAT scores within the Triennial Assessment Report Card. If you do not want to include your scores, delete the text from the section.

This institution is an equal opportunity provider.

Following completion of the Triennial Assessment Report Card, release the report to the school community. SFAs are required to provide documentation that the results of the triennial assessment were provided to the public as part of the Administrative Review of school nutrition programs. It is recommended you delete this instructional page prior to releasing the report.

Spooner Area School District

Local Wellness Policy Triennial Assessment Report Card

Date Completed: 2019-2020

A local wellness policy guides efforts to create a healthier school environment. Effective wellness policies support a culture of well-being by establishing healthful practices and procedures for students, staff, and families. Schools/districts participating in the federal Child Nutrition Programs are required to complete an assessment of their local wellness policy, at minimum, once every three years. This report summarizes policy objectives and details the results of the most recent evaluation. For questions regarding the results, contact Sarah Hamilton, hamiltons@spooner.k12.wi.us.

Section 1: Policy Assessment

Overall Rating:

47

Ratings are based on a four-point scale to measure success in meeting/complying with each policy objective.

- 0 = objective not met/no activities completed
- 1 = objective partially met/some activities completed
- 2 = objective mostly met/multiple activities completed
- 3 = objective met/all activities completed

Nutrition Standards for All Foods in School	Rating
The school shall provide attractive, clean environments in which the students eat.	3
In accordance with Policy 8500, entitled Food Service, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages as well as to the fiscal management of the program.	3
As set forth in Policy 8531, entitled Free and Reduced Price Meals, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).	3
All foods available on campus during the school day shall comply with the current USDA nutrition guidelines, including competitive foods that are available to students a la carte in the dining area, as classroom snacks, from vending machines, for classroom parties, or at holiday celebrations.	1
The food service program will provide all students affordable access to the varied and nutritious foods they need to be healthy and to learn well.	3

Nutrition Promotion	Rating
All foods available to students in District programs, other than the food service program, shall be served with consideration for promoting student health and well-being.	2

Nutrition Education	Rating
Nutrition education shall be included in the Health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.	2

Physical Activity and Education	Rating
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A sequential, comprehensive physical education program shall be provided for students in K-12 in accordance with the physical education academic content standards and benchmarks adopted by the State.	3
Physical activity and movement shall be integrated, when possible, across the curricula and throughout the school day.	3

Other School-Based Wellness Activities	Rating
The schools may demonstrate support for the health of all students by hosting health clinics and screenings and encouraging parents to enroll their eligible children in Medicaid or in other children's health insurance programs for which they may qualify.	3

Policy Monitoring and Implementation	Rating
The District Administrator shall obtain the input of District stakeholders, to include parents, students, representatives of the school food authority, educational staff (including physical education teachers), school health professionals, School Board members, members of the public, and other school administrators in the development, implementation, evaluation, and periodic review and update, if necessary, of the wellness policy.	3
The District Administrator is encouraged to form a wellness committee to carry out this function.	3
The District Administrator will oversee development, implementation, and evaluation of the wellness procedures and is authorized to designate a staff member or members with responsibility to assure that wellness initiatives are followed in the District's schools.	3
The District Administrator shall conduct reviews of the progress toward school wellness procedures, identify areas for improvement, and recommend revision of procedures as necessary.	3
Before the end of each school year the wellness committee shall submit to the District Administrator and Board their report in which they describe the environment in each of the District's schools and the implementation of the wellness policy in each school, and identify any revisions to the policy the committee deems necessary.	3
The District Administrator or a designee of the wellness committee shall report annually to the Board on the District's wellness programs, including the assessment of the environment in the District, evaluation of wellness policy implementation District-wide, and the areas for improvement, if any, identified. The District Administrator or a designee of the wellness committee shall also report on the status of compliance by individual schools and progress made in attaining goals established in the policy.	3
The program developed shall include the following items, along with any additional measures deemed appropriate: identify specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, with consideration for evidence-based strategies.	3

Section 2: Progress Update

The school wellness environment continues to be evaluated yearly using the “Action for Healthy Kids School Health Index”. The index results are then used to design a School Health Action Plan for the Elementary, Middle, and High School within our district. Action plan items include goals for areas identified as needing improvement. The goals in the action plan support the areas of the wellness policy, and provide measurable goals in each of the identified areas. This year, stakeholders were included in a review of the school health index results, as per the Wellness Policy. Their input was used to shape the goals for the 2020-2021 school year. Action plans are published on the District Health Services webpage.

Section 3: Model Policy Comparison

A required component of the triennial assessment is to utilize the Rudd Center’s Wellness School Assessment Tool (WellSAT) for comparison of the Local Wellness Policy to a Model

Wellness Policy. The WellSAT includes 67 best practice policy items related to nutrition education; nutrition standards for foods; physical education and activity; wellness promotion and marketing; and implementation, evaluation, and communication. The comparison identified policy strengths and areas for improvement.

Local Wellness Policy Strengths

Per the WellSAT assessment areas of strength include Implementation, Evaluation, and Communication; Standards for USDA Child Nutrition and School Meals; and Nutrition Education. These areas are supported by the implementation of a wellness committee and effective community communication of activities and goals. Our school food service program meets USDA requirements and functions effectively within these requirements. Nutrition education, while not included for every grade level, has been a focus of the wellness committee, and we continue to find opportunities to improve nutrition education offered, with a strong commitment to the school garden.

Areas for Local Wellness Policy Improvement

Per the WellSat assessment, opportunities for improvement include Wellness Promotion and Marketing and Nutrition Standards for Competitive and Other Foods and Beverages. Goals that could be established to improve these areas include evaluating and improving the marketing and promotion of non-food service food items (example concessions, fundraisers, out of school activity foods, and class parties). This should be paired with education for our families on making healthier food choices so changes can be made collaboratively rather than authoritatively. We can also continue to evaluate how we promote physical activity opportunities to our families, and improve these offerings and the promotion of these offerings. Once again, we should seek to make these improvements collaboratively, and promote community buy-in to any improvements attempted.

WellSAT Scores

WellSAT scores are calculated for comprehensiveness and strength. The comprehensiveness score reflects the extent to which recommended best practices are included in the policy. The strength score reflects how strongly the policy items are stated. Scores range from 0 to 100, with lower scores indicating less content and weaker language and higher scores indicating higher content and the use of specific and directive language.

Comprehensiveness Score:

63

Strength Score:

41