

Wisconsin Local Wellness Policy Triennial Assessment Report Card

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.

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

This institution is an equal opportunity provider.

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.

Wisconsin Rapids Public Schools

Local Wellness Policy Triennial Assessment Report Card

Date Completed: 2023

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 Elizabeth Messerli: elizabeth.messerli@wrps.net.

Section 1: Policy Assessment

Overall Rating:

70
(out of 78 possible points)

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
All meals meet or exceed current nutrition requirements established under the Healthy Hunger Free Kids Act of 2010 (www.fns.usda.gov/sites/default/files/dietaryspecs.pdf).	3
All schools in the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).	3
Withholding food as a punishment shall be strictly prohibited.	3
Drinking water is available for students during mealtimes.	2
The school nutrition programs, in partnership with other school departments and community organizations, will work to market and promote locally grown (if possible) food to students, and promote participation in the school nutrition program.	2
The District will provide students with a positive eating environment and with appropriate time to eat. The School Nutrition Association recommends at least 20 minutes for lunch and 15 minutes for breakfast.	2

Nutrition Promotion	Rating
School nutrition services shall use the Smarter Lunchroom Self-Assessment Scorecard to determine ways to improve the schools meals environment.	2
The District school wellness policy and other wellness/nutrition resources will be available on the District website.	3
The District will provide healthy food and beverage recommendations to parents, students, and staff to promote healthy food choices at school, in the classroom, and in fundraising. (See District Guidelines).	3

Nutrition Education	Rating
Nutrition education will be integrated into curricular areas (where appropriate) to provide students (K-12) with a consistent message of building habits that support a healthy lifestyle.	3

Physical Activity and Education	Rating
The District provides K-12 students with a physical education program that meets DPI/SHAPE standards	3
The District ensures that all physical education teachers are highly qualified. The District will support continuing education opportunities to those individuals.	3
The physical education curriculum emphasizes knowledge and skills for a lifetime of regular physical activity, be consistent with state and national standards, include a wide variety of physical activities, and encourage participation in physical activity after school and outside of school.	3
The District implements sequential physical education curricula and instruction in grades K-12 which: <ul style="list-style-type: none"> - Emphasize enjoyable participation in physical education activities that are easily done throughout life. - Offer a diverse range of noncompetitive and competitive activities for different ages and abilities. - Help students develop the knowledge, attitudes, and skills they need to adopt and maintain a physically active lifestyle. 	3
The District provides physical and social environments that encourage and enable safe and enjoyable physical activity.	3
The District encourages parents/guardians to support their children's participation in physical activity and to include physical activity in family events.	3
Substitutions for physical activity curriculum will not be permitted without proper medical documentation.	3
Students will be given the opportunity for physical activity during the school day as appropriate. Giving or restricting physical activity will not be encouraged as punishment for students and should not compromise the 20 minutes of physical activity recommended by DPI/SHAPE.	3
When recess is indoors due to inclement weather, supervising staff should encourage movement and physical activity whenever possible by utilizing tools such as www.gonoodle.com in the classroom.	2
The District regularly evaluates physical activity instruction, programs and facilities.	3

Other School-Based Wellness Activities	Rating
The District offers physical activity programs outside the school day to interested students as resources permit.	3
The District encourages students and families to engage in school and community events that promote movement and physical activity.	3
The District shall invite a diverse group of stakeholders to participate in the development, implementation, and periodic review and update of the wellness policy. Stakeholders may include district staff members, community members, parents, and students. The District shall provide information on how the public can participate in the school wellness committee on the school website.	1

Policy Monitoring and Implementation	Rating
The District Wellness Committee will meet at least once each trimester to evaluate the effectiveness of the school wellness policy and progress in attaining the policy goals, and a report will be provided to the Board of Education annually.	2
The District will actively inform families and the public about the content of, and any updates to the policy through the District website and Board of Education meetings.	3
The Director of Food Services and building administrators will be responsible for ensuring that each school implements practices and procedures for meeting the requirements of the school wellness policy.	3

Section 2: Progress Update

Overall, the Wisconsin Rapids School District continues to meet the policy goals and objectives in most of the focus areas. While the District needed to shift many of its efforts during the COVID-19 pandemic to focus on the health and safety of our students and staff, we continued to maintain the important practices that support good nutrition, physical activity and well-being in our students. The Physical Education Department has recently been updating their curriculum to reflect the new state standards as of 2020. The School Nutrition Program is continuing to work on incorporating more whole, fresh foods into students' daily meal choices.

For future policy implementation, we would like to focus on inviting a diverse group of stakeholders to participate in the development, implementation, and periodic review and update of the wellness policy. We also plan to resume the practice of updating the Board of Education on the effectiveness of the school wellness policy every three years.

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

The District's wellness policy is comprehensive in describing how we plan to meet the USDA standards for school meals, nutrition standards, physical education standards, and how we address wellness promotion and marketing.

Areas for Local Wellness Policy Improvement

Although the district provides comprehensive nutrition education to all students, the descriptions listed in the wellness policy don't fully describe all of the activities taking place. This is an area for improvement in our wellness policy. We also plan to improve the evaluation section of the policy to meet current recommendations.

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:

72

Strength Score:

63