

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.

Almond-Bancroft Schools

Local Wellness Policy Triennial Assessment Report Card

Date Completed: 12/18/2024

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 Toni Schumacher at 715-366-2941 x 123.

Section 1: Policy Assessment

Overall Rating:
2.6

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
<ul style="list-style-type: none"> • <u>Foods Sold to Students at School</u>. The following nutrition standards and guidelines apply to foods and beverages offered for sale to students on school premises before the start of the school day, during the official school day, and within 30 minutes after the official school day: <ul style="list-style-type: none"> a. Reimbursable meals offered in any federally-subsidized school meal program shall meet the statutory and regulatory nutrition standards established for such meals. b. Foods and beverages sold to students outside of the school meal programs shall meet at least the USDA's minimum nutrition standards for such items (also called the "smart snacks" or "competitive food" standards), including all permissible exemptions and exceptions that are identified in the regulations or otherwise expressly allowed by the USDA. These standards apply, for example, to a la carte options in cafeterias, vending machines that are accessible to students, and items sold in school stores or on snack carts. c. Both the federal standards and this Wellness Plan allow a building principal, or another administrative-level designee, to approve (to the extent authorized by the Department of Public Instruction) a limited number of exempt student organization fundraisers involving the sale of food or beverage items that do <u>not</u> meet any minimum nutrition standards. DPI currently allows up to two (2) approved exempt fundraisers per student organization per school year, with each such fundraiser lasting no longer than two (2) weeks. However, an approved exempt fundraiser may <u>not</u> take place in the food service area during any school meal period. In addition, an authorized exempt fundraiser must adhere to all other District policies and procedures related to fundraisers. d. Foods that, with appropriate District approval, are ordered and delivered at school or through a school-related activity, but that are not intended to be (and that due to packaging, preparation requirements, etc., cannot reasonably be) consumed on school premises (such as a frozen pizza fundraiser) are not subject to any specific nutrition standards or time or location restrictions regarding orders or deliveries under this local Wellness 	3

Nutrition Standards for All Foods in School	Rating														
Plan.															
<p>• <u>Foods Provided or Distributed, but Not Sold, to Students.</u> The following standards and guidelines apply to foods and beverages that are provided or distributed (but <u>not</u> sold) to students on school premises before the start of the school day, during the official school day, and within 30 minutes after the official school day:</p> <p>a. <u>Beverages</u> – Any beverages that are not on the approved list of beverages to be sold on the school campus during the school day should not be served or distributed to students during the school day without first receiving written permission from the PreK-12 Principal. All schools must also be aware of and adhere to federal requirements regarding the availability of free drinking water for students.</p> <p>b. <u>Classroom Celebrations, Reception for Special Events, and Similar Special Occasions</u> – Teachers and students are encouraged to offer or distribute healthy snacks and treats for student birthday celebrations, classroom parties, and other similar events. A healthy snack list that is based on sound nutrition facts and principles will be developed and maintained under the coordination of the PreK-12 Principal or designee and made available to staff and parents. This list may include, but is not limited to, items such as the following:</p> <div style="margin-left: 40px;"> <table border="0"> <tr><td>Fresh fruit or fruit cups</td><td></td></tr> <tr><td>Trail/cereal mixes (no candy included)</td><td></td></tr> <tr><td>Fresh vegetables and low-fat dip</td><td>Yogurt</td></tr> <tr><td>Dried fruits</td><td>Pretzels</td></tr> <tr><td>String cheese/cheese cubes</td><td>Popcorn</td></tr> <tr><td>Whole grain crackers</td><td>Low-fat muffins</td></tr> <tr><td>Other low-fat crackers</td><td></td></tr> </table> </div> <p>During occasional celebrations (i.e. birthday observances, classroom parties, etc.) items of minimal nutritional value that do <u>not</u> meet the federal nutrition standards for “competitive food” sold to students and that also would <u>not</u> qualify as a healthy snack option as defined by District standards may, in moderation, be served or distributed to students <u>unless</u> otherwise restricted by a directive of the building principal. However, unless the building principal or his/her administrative designee approves an exception, whenever school staff are involved in organizing such an occasional celebration (e.g., for a class or club party, a brief reception following an intra-day performance, etc.), staff shall ensure that one or more healthy alternatives are offered in conjunction with any items of minimal nutritional value that may be offered. Whenever a student’s parent or guardian is primarily responsible for initiating such an occasional celebration, the schools shall encourage parents and guardians to provide a healthy snack item to be offered in conjunction with any offering of minimal nutritional value.</p> <p>Staff are strongly encouraged to schedule occasional celebrations and other events, where food is served or distributed, to occur after the students’ scheduled lunch period.</p> <p>Staff will to send home a letter to parents/guardians at the start of the year to encourage parents to provide healthy snack choices for their child</p>	Fresh fruit or fruit cups		Trail/cereal mixes (no candy included)		Fresh vegetables and low-fat dip	Yogurt	Dried fruits	Pretzels	String cheese/cheese cubes	Popcorn	Whole grain crackers	Low-fat muffins	Other low-fat crackers		3
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Nutrition Standards for All Foods in School	Rating
<p>as well as healthy snack choices for whole class snack events. This letter will include several healthy snack options for parents/guardians to consider.</p> <p>As needed and while maintaining an appropriate degree of confidentiality, staff will also make parents, guardians and students aware of restricted foods to be avoided as a means of accommodating any identified food allergies or similar dietary restriction within the relevant class or other student group.</p> <p>c. <u>Teacher-Initiated Rewards or Learning Incentives</u> – Staff members use of foods of minimal nutritional value as student rewards or learning incentives should be kept to a minimum (e.g., not regularly and using minimal serving sizes). Healthy food choices or non-food items are preferred. Should teachers or other staff members feel compelled to utilize food items as an incentive, they are strongly encouraged to select an option from the District’s list of healthy snack options for foods served or distributed during the school day, as outlined above.</p> <p>d. <u>Other Meetings and Events</u> – At any other school-sponsored meeting/event that occurs before, during, or up to 30 minutes after a school day, that involves student participation, and that has not otherwise been addressed in this section of the Wellness Plan, any food or beverage that is provided by the District and served to the attendees shall either (1) adhere to the District’s nutrition guidelines for food and beverages sold on school campus during the school day, as identified above; or (2) adhere to the District’s list of healthy snack options for items served or distributed to students during the school day, as mentioned above. The building principal or his/her administrative-level designee may, at his/her discretion, approve an exception to this restriction if requested and approved in advance of the event.</p> <p>e. <u>Food an Individual Student Brings from Home</u> – Nothing in this Wellness Plan attempts to create or modify any District or school rules for the foods and beverages that a student brings to school for his/her own consumption.</p>	

Nutrition Promotion	Rating
<ul style="list-style-type: none"> • <u>Nutrition Promotion Goals</u>. By establishing nutrition promotion goals, the District intends to provide resources and opportunities for students, staff, and others that will help students to recognize, develop, and practice healthy eating habits within the school environment, at home, and/or in other community settings. <ul style="list-style-type: none"> a. Use “The 6 Guiding Principles to Improving Eating Behaviors” to see where improvements can still be made. (See Appendix B for further information concerning the 6 Guiding Principles) b. Review the Smarter Lunchroom Scorecard to assess our current practices and look for other new practices we’d like to implement. https://smarterlunchrooms.org/60 c. Nonfood incentives and rewards should be used by all staff. (See Appendix B for sample incentives) 	2

Nutrition Promotion	Rating

Nutrition Education	Rating
<ul style="list-style-type: none"> • <u>Nutrition Education Goals</u>. The nutrition education goals established within this Wellness Plan are intended to support and supplement state-mandated curricular elements that relate to health and nutrition, for the purpose of providing students with the knowledge and skills necessary to appreciate the benefits of and make sound decisions related to eating habits and nutrition. <ol style="list-style-type: none"> a. K-12 nutrition education will teach students the skills they need to adopt lifelong healthy eating behaviors. b. Nutrition education will be offered in a systematic way (i.e. monthly, weekly, as a unit, as interactive activities) as opposed to one-time or occasional lessons. c. The content of nutrition education will be age-appropriate and culturally sensitive. d. Nutrition education will be provided at all grade levels. e. Nutrition education will be included in other subject areas and in the cafeteria. f. Staff will have access to up-to-date nutrition education resources. 	2

Physical Activity and Education	Rating
<ul style="list-style-type: none"> • <u>Physical Activity Goals</u>. The physical activity goals within this Wellness Plan are intended to help students develop their knowledge, experience, and interest in specific physical activities and to obtain and appreciate the short-term and long-term benefits of personal fitness. The goals listed below, which focus on students directly engaging in physical movement and exercise, will support and supplement the District's comprehensive physical education curriculum. <ol style="list-style-type: none"> a. To provide students with increased opportunities for quality physical education and daily physical activity. (See Appendix A for background information and strategies for improvement) b. Provide opportunities for each student in order to foster an understanding of the short and long-term benefits of a physical active and healthy lifestyle. c. Classes are taught by a qualified Physical Education teacher. 	3

Other School-Based Wellness Activities	Rating
<ul style="list-style-type: none"> • <u>Goals for Other School-Based Activities that Promote Student Wellness</u>. By establishing goals for other school-based activities that promote student 	2

Other School-Based Wellness Activities	Rating
<p>wellness within this Wellness Plan, the District attempts to recognize that wellness initiatives can be integrated across a variety of school-related settings and can extend beyond the school food service venues and the facilities that are specifically intended for engaging in physical activity. In addition, it is possible to promote student wellness through programs that facilitate parent/family engagement or that involve partnerships or coordination with other public and private entities.</p> <ol style="list-style-type: none"> The District will work to build relationships with community partners, including UW-Extension, our local farms, our local hospital, and organizations such as Farmshed, in support of this wellness policy implementation. The District will promote to parents/caregivers, families, and the community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be invited to participate in school and/or community events and will receive information about health promotion via the school newsletter, school website, and social media. The District values the health and well-being of every staff member and will encourage and support staff to plan and implement activities that promote healthy lifestyles. The District will integrate wellness activities across the entire school setting including after school activities/programming, not just in the cafeteria, other food and beverage venues, and physical activity facilities. This includes promotion of smart snack options at school based events. The District will convene the district wellness committee and/or subcommittees at least four times per year to review the wellness plan; including development, implementation, periodic review, and add any necessary updates. 	

Policy Monitoring and Implementation	Rating
<p>The primary means of measuring the implementation of and schools' compliance with this Wellness Plan is through a formal assessment that will occur at least once every three (3) years. Such assessments shall be completed under the direction of the PreK-12 Principal. A report shall be generated in conjunction with each such formal assessment that addresses at least all of the following:</p> <ol style="list-style-type: none"> The extent to which the District and District schools are in compliance with the Wellness Plan; A description of the progress made in attaining the goals of the Wellness Plan, as assessed quantitatively and qualitatively to the extent practical and appropriate; The extent to which the District's Wellness Plan compares to one or more model local school wellness policies/plans; and A statement of any recommended changes to the District Wellness Plan, or a statement that no specific changes are recommended, shall be forwarded for formal District-level consideration and possible District-level approval. This statement may be forwarded by school officials who have school wellness leadership responsibilities and/or on behalf of the Wellness Steering Committee. When developing such recommendations, the remainder of the assessment report shall be reviewed and considered. 	3

Policy Monitoring and Implementation	Rating
<p>The written report that is created in conjunction with each formal, periodic assessment of this Wellness Plan shall be presented to the School Board. Notwithstanding the formal assessment and reporting process, recommendations to update or modify this Wellness Plan (e.g., to replace a goal that has been achieved) may be brought forward for District-level consideration and possible action (i.e., approval, rejection, or modification) at any time.</p> <p>As a further means of evaluating the implementation of this Wellness Plan, including school compliance, the PreK-12 Principal will:</p> <ol style="list-style-type: none"> 1. Identify the data and other records that will be required to reasonably document and evaluate the progress that is being made with the specific goals, nutritional standards, and other requirements outlined in this Wellness Plan. Particularly with respect to the Wellness Plan goals and related action steps that have specific near-term target dates or that are otherwise short-term in nature, progress should be monitored and informally evaluated on an interim basis between the years of the formal evaluations described above. Ultimately, information from and the results of any such interim assessments will inform and can be incorporated into the next triennial assessment. 2. Communicate expectations to school-based personnel related to tracking school-level data and preparing and organizing other school-level records that will be needed for assessment purposes, emphasizing when such documentation should occur. 3. Periodically meet with school-based personnel to serve as a support resource regarding Wellness Plan implementation and to review and discuss the school's compliance and progress to date. 	

Section 2: Progress Update

The goals that were set in the plan in terms of physical activity, nutrition education, and nutrition promotion are being followed as written. The standards and nutrition guidelines are being followed as written and as set by the USDA. The “marketing of food and beverages,” the “stakeholder involvement,” the “assessing the wellness plan and its implementation,” and the “USDA nondiscrimination statement and complaint information” sections of the wellness plan are also being followed as written. However, several of the “goals for other school-based activities that promote student wellness” have not been met this year. The district has not had the wellness committee meet four times this year. This will be addressed next year, not only in holding a committee meeting, but also in determining if four times a year is necessary. The promotion of smart snack options at school based events is under the supervision of the athletic director, who is in charge of the concession stand. The stand does offer pizza, popcorn, and pretzels as the staple items for purchase. Other healthy options include chili and hamburgers when appropriate. Promotions about healthy eating and physical activity have not been made consistently via the school newsletter, website, and social media due to several personnel and social media

formatting changes. This can be addressed with the media person for the next school year. In addition, the “reports and other communications related to the district wellness plan” have also not been met. This will happen after a committee meeting has been held as the information will probably change at that time.

I have compared our wellness plan with the WellSAT model wellness plan language. Our district has most of the policies that are put forth in the model plan, but they are separate entities. If the district would like to incorporate some of those policies into the wellness plan itself, links to the other policies could be put into the plan. Several of the pieces of the model wellness plan are unnecessary in Wisconsin since they are state law, not merely pieces of school policy. For example: the model policy suggests that there should be language stating that the person teaching phy ed be a certified phy ed teacher rather than a non-teacher or a teacher with another specialty. This is not necessary as Wisconsin law already requires that.

I do not feel specific changes to the District Wellness Plan should be made at this time as a meeting of the wellness committee should happen first.

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

Our wellness policy is very thorough in its standards and nutrition guidelines for foods and beverages available to and marketed to students. It includes guidance for foods and beverages sold, distributed, and provided in both formal and informal situations. Fundraisers and exceptions are addressed. The plan includes comprehensive physical activity goals for both during and outside of school hours as well as nutrition education goals that span the grade levels. The makeup of the wellness committee as well as the periodic re-assessment of the wellness policy is also thoroughly explained.

Areas for Local Wellness Policy Improvement

When our policy was adopted in 2017, several strategies for improvement were provided. Many of the strategies have been implemented and should be put into the wellness policy to make sure they continue. Other information has also changed, such as the number of minutes of physical activity in which each grade level engages on a daily or weekly basis. Our numbers have increased and the policy should reflect that. We have a simple change that also should be made: the plan should include a link to the USDA recommendations, and it does not, although the recommendations are alluded to and followed. There are also some goals that are redundant and/or contradictory to other goals and those should be reconciled.