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](http://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](http://www.wellsat.org/upload/docs/WellSAT%20Hardcopy.pdf) and filling out the [scorecard](http://www.wellsat.org/upload/docs/WellSAT%203.0%20Scoresheet%20km.pdf) 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.

1. **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.

1. **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 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.

School District of Mellen

Local Wellness Policy Triennial Assessment Report Card

Date Completed: 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 {Name and Contact Information}.

Section 1: Policy Assessment

Overall Rating:

21

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 |
| --- | --- |
| **Nutrition Standard for All Foods**/**School Meal Programs**/**Standards and Guidelines for School Meal Programs**     1. All meals meet or exceed current nutrition requirements established under the Healthy Hunger-free Kids Act of 2010. (<https://www.fns.usda.gov/nslp/national-school-lunch-program-meal-pattern-chart>) 2. Drinking water is available for students during mealtimes. 3. All schools in the District participate in USDA child nutrition programs, including NSLP, SBP, FFVP, SFSP. 4. All meals are accessible to all students. 5. Withholding food as a punishment shall be strictly prohibited. 6. All meals are appealing and attractive and served in clean and pleasant settings. 7. When drinking fountains are not present in the cafeteria, water cups/jugs are available. 8. All school nutrition program directors, managers, and staff shall meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. | {Select Score} |
| {Insert Policy Statement} | {Select Score} |
| {Insert Policy Statement} | {Select Score} |
| {Insert Policy Statement} | {Select Score} |
| {Insert Policy Statement} | {Select Score} |

| Nutrition Promotion | Rating |
| --- | --- |
| ​Nutrition Promotion    The District is committed to providing a school environment that promotes students to practice healthy eating and physical activity. Students shall receive consistent nutrition messages that promote health throughout schools, classrooms, cafeterias, and school media. | {Select Score} |
| {Insert Policy Statement} | {Select Score} |
| {Insert Policy Statement} | {Select Score} |
| {Insert Policy Statement} | {Select Score} |
| {Insert Policy Statement} | {Select Score} |

| Nutrition Education | Rating |
| --- | --- |
| Nutrition Education     1. The primary goal of nutrition education is to influence students’ lifelong eating behaviors. Nutrition education, a component of comprehensive health education, shall be offered every year to all students of the District. The District aims to teach, model, encourage and support healthy eating by providing nutrition education. 2. Nutrition curriculum shall be offered as part of a sequential, standards-based program designed to provide students with the knowledge and skills necessary to promote health. Curriculum will place an emphasis on: promotion of adequate nutrient intake, healthy food preparation techniques, food safety, and healthy eating practices based on the Dietary Guidelines for Americans and MyPlate; skill development, such as reading labels to evaluate the nutrient quality of foods, meal planning, analysis of health information; and media literacy and the problems associated with food marketing to children. 3. Nutrition education shall be incorporated into the Health curriculum and other aspects of the curriculum, including science, math, language arts, and elective courses. | {Select Score} |
| {Insert Policy Statement} | {Select Score} |
| {Insert Policy Statement} | {Select Score} |
| {Insert Policy Statement} | {Select Score} |
| {Insert Policy Statement} | {Select Score} |

| Physical Activity and Education | Rating |
| --- | --- |
| Physical Education     1. 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.      1. The sequential, comprehensive physical education curriculum shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge, attitudes, and skills necessary to engage in lifelong, health-enhancing physical activity.      1. Planned instruction in physical education shall promote participation in physical activity outside the regular school day.      1. In health education classes, the District shall include topics of physical activity, including the physical, psychological, or social benefits of physical activity; how physical activity can contribute to a healthy weight; how physical activity can contribute to the academic learning process; how an inactive lifestyle contributes to chronic disease; and decreasing sedentary activities.      1. Planned instruction in physical education shall teach cooperation, fair play, and responsible participation.      1. Planned instruction in physical education shall be presented in an environment free of embarrassment, humiliation, shaming, taunting, bullying, or harassment of any kind. 2. Planned instruction in physical education shall include cooperative as well as competitive games. | {Select Score} |
| Physical Activity     1. The District shall provide students with age and grade-appropriate opportunities to engage in physical activity. 2. Children and adolescents should participate in sixty (60) minutes of physical activity every day. The District shall provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and State standards for physical education. The District shall also provide opportunities for students to participate in physical activity in addition to physical education. 3. Physical activity and movement shall be integrated, when possible, across the curricula and throughout the school day. 4. Schools shall encourage families to provide physical activity outside the regular school day, such as outdoor play at home, participation in sports sponsored by community agencies or organizations, and lifelong physical activities like bowling, swimming, or tennis. 5. In addition to planned physical education, the school shall provide age-appropriate physical activities (e.g., recess during the school day, intramurals and clubs before and after school, and interscholastic sports) that meet the needs of all students, including males, females, students with disabilities, and students with special health care needs. 6. All students in grades 6 -12 shall have the opportunity to participate in interscholastic sports programs. 7. All before/after-school programs shall provide developmentally appropriate physical activity for the students who participate. | {Select Score} |
| {Insert Policy Statement} | {Select Score} |
| {Insert Policy Statement} | {Select Score} |
| {Insert Policy Statement} | {Select Score} |

| Other School-Based Wellness Activities | Rating |
| --- | --- |
| Other School-Based Strategies for Wellness:     1. The District supports the implementation of other programs that help create a school environment that conveys consistent wellness messages in an effort to promote student well-being. 2. ​Nutrition information for competitive foods available during the school day shall be readily available near the point of purchase. | {Select Score} |
| {Insert Policy Statement} | {Select Score} |
| {Insert Policy Statement} | {Select Score} |
| {Insert Policy Statement} | {Select Score} |
| {Insert Policy Statement} | {Select Score} |

| Policy Monitoring and Implementation | Rating |
| --- | --- |
| Monitoring and Evaluation     1. The Wellness Committee shall evaluate compliance with the Wellness Policy no less than once every three (3) years. The assessment will include the extent to which each school is in compliance with the policy and how the policy compares to a model policy, as established by the U.S. Department of Agriculture. The District shall notify school staff, students, and households/families of the availability of the wellness report via newsletters and website postings. The report will be made available at www.mellendiggers.org.      1. The 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 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.  The program developed shall include the following items, along with any additional measures deemed appropriate:     1. 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;    2. develop nutrition guidelines for all foods and beverages sold during the school day, that are consistent with Federal requirements for meal nutrition standards and smart snacks, and restricting marketing efforts to only those items that meet established guidelines;    3. develop policies pertaining to other food items in the schools, including for classroom parties, birthday snacks, or other food items not for sale, but distributed in the schools;    4. describes the process and public involvement in the development of the wellness program and initiatives. | {Select Score} |
| {Insert Policy Statement} | {Select Score} |
| {Insert Policy Statement} | {Select Score} |
| {Insert Policy Statement} | {Select Score} |
| {Insert Policy Statement} | {Select Score} |

Section 2: Progress Update

Review Completed

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**

Meets all requirements

**Areas for Local Wellness Policy Improvement**

Add non-discrimination statement

**WellSAT Scores** (*Delete this sub-section if you do not want to report your 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:***

{21}

***Strength Score:***

{100}