

Triennial Assessment Report: Wrenshall ISD 100 (3/2025)

District: WRENSHALL PUBLIC

Introduction

The Wrenshall Public School District wellness committee has utilized the triennial assessment (the WellSAT Wellness School Assessment Tool) to identify areas of success and opportunities for improvement surrounding wellness practices and policies within our learning community. The food service director, principal, and physical education/ health teacher were each responsible for completing the assessment. The assessment results were then reviewed by the district's wellness committee. The following sections describe identifiable areas of success and opportunities for improvement.

Strong Policies and Aligned Practices

Through the completion of the assessment tool, the wellness committee identified several areas in which Wrenshall Public School District is fully implementing wellness practices to align with strong policy. The wellness committee commends all those in our learning committee for successfully meeting the wellness goals described in this section, both in practice and policy.

		Policy Score	Practice Score	
FR1	Does the district have specific goals for nutrition education designed to promote student wellness?	2	2	★
FR3	Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?	2	2	★
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	2	★
FR7	Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?	2	2	★
FR8	Do all foods and beverages sold in vending machines meet Smart Snack standards?	2	2	★
FR9	Do all foods and beverages sold in school stores during the school day meet Smart Snack standards?	2	2	★

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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?	2	2	☆
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?	2	2	☆
FR15	How is the wellness policy made available to the public?	2	2	☆
FR17	What is included in the triennial assessment report to the public?	2	2	☆
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)?	2	2	☆

Create Practice Implementation Plan

The wellness committee has identified three focus areas in which to implement practice plans toward satisfactorily meeting federal requirements or best practices.

1. Wrenshall Public School District is federally required to regulate food and beverages served at class parties and other school celebrations at the elementary level. To be satisfactorily in compliance in this area, the wellness committee will communicate and collaborate with the principal to provide staff education on this topic. The principal will be responsible for directing staff to follow the policy regarding food and beverages at class parties and celebrations. The wellness committee will provide a link and a hard copy of the Healthy Celebrations Guide found on the Wrenshall school district website, as well as other applicable guidance documents found on our school website. The wellness committee supports the idea that school celebrations can reinforce messages about good nutrition and health when they include healthy foods and beverages and provide opportunities for kids to dance, play games, and engage in sports. The wellness committee intends for this education action item to coincide with back-to-school staff training.

2. As a formalized committee recognized by the board of education, the wellness committee will annually address the local wellness policy within its annual report to the board of education. Additionally, the wellness committee will address with the board of education the assessment of district implementation at least once every three years in conjunction with triennial assessment.

3. The wellness committee will communicate and collaborate with the principal to provide staff education on the topic of not using food as a reward. The principal will be responsible for directing staff to follow the best practice of avoiding food as a reward. The wellness committee will provide a list of non-food celebration






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ideas. The wellness committee intends for this education action item to coincide with back-to-school staff training.

This section of the scorecard also illustrates the opportunity to create more robust policy language surrounding two subjects. The wellness committee will ask the school board for a wellness policy review in May or June 2025 to address:











1. The regulation of food and beverages served at parties and celebrations at the elementary level.
2. The integration of nutrition education into other subjects beyond health education.

		Policy Score	Practice Score	
FR11	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	1	0	
FR16	Is wellness policy implementation evaluated every three years?	2	1	
NES13	Do teachers or school staff give students food as a reward?	2	1	
NE5	Is nutrition education integrated into other subjects beyond health education?	2	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?	1	0	













Update Policies

Through the completion of the assessment tool, the wellness committee identified several areas in which Wrenshall Public School District is fully implementing wellness practices, but these practices are not officially reflected in policy. The wellness committee will ask the school board for a wellness policy review in May or June 2025 to capitalize on opportunities to create more robust policy language that accurately reflects the strong practices already fully implemented.














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		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	2	
FR4	Is free (i.e., no cost to students) drinking water available to students during meals?	1	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?	1	2	
FR14	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school?	1	2	
FR18	Has the wellness policy been revised based on the previous triennial assessment?	1	2	
NES1	Does the district offer breakfast every day to all students?	1	2	
NES2	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	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?	1	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?	1	2	

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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?	1	2	
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?	0	2	
NES10	Are foods or beverages containing caffeine sold at the high school level?	0	2	
NES14	Do students have consistent and easy access to free drinking water throughout the school day?	0	2	
NE1	Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?	1	2	
NE7	 Does nutrition education address agriculture and the food system?	1	2	
PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	1	2	
PEPA3	How does your physical education program promote a physically active lifestyle?	1	2	
PEPA5	How many minutes per week of PE does each grade in middle school receive?	0	2	
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	0	2	
PEPA9	What percentage of students do you estimate do not take PE each year due to exemptions?	0	2	

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PEPA10	What percentage of students do you estimate do not take PE each year due to substitutions?	0	2	
PEPA11	 Are there opportunities for families and community members to engage in physical activity at school?	0	2	
PEPA12	 Are there opportunities for all students to engage in physical activity before and after school?	0	2	
PEPA13	Is there daily recess for all grades in elementary school?	1	2	
PEPA14	 Do teachers provide regular physical activity breaks for students in the classroom?	1	2	
PEPA15	Does the district have "joint-use" or "shared-use" agreements?	0	2	
PEPA18	Do teachers ever use physical activity as a punishment?	0	2	
PEPA19	Do teachers ever withhold physical activity as a classroom management tool?	0	2	
IC1	Is there an active district-level wellness committee?	1	2	
IC2	Is there an active school-level wellness committee?	1	2	

Opportunities for Growth

Through the completion of the assessment tool, the wellness committee has identified opportunities for growth. The committee will focus on recruiting committee members to ensure all groups are represented by utilizing social media, the school/community newspaper, and the school website.








Other opportunities for growth in these areas will be explored by the wellness committee after completion of goals in sections 2-4 above. There may be opportunities to partner with other already-established committees and groups within our learning community who share our community wellness goals.

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		Policy Score	Practice Score	
FR13	Which groups are represented on the district-level wellness committee?	1	1	
NES5	Are marketing strategies used to promote healthy food and beverage choices in school?	0	1	
NES7	 In your district, is it a priority to procure locally produced foods for school meals?	1	1	
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)?	0	0	
NE2	Do all elementary school students receive sequential and comprehensive nutrition education?	1	1	
NE3	Do all middle school students receive sequential and comprehensive nutrition education?	1	1	
NE4	Do all high school students receive sequential and comprehensive nutrition education?	1	1	
PEPA1	 Does the district have a written physical education curriculum that is implemented consistently for every grade?	1	1	
PEPA4	How many minutes per week of PE does each grade in elementary school receive?	0	0	
PEPA6	How many minutes per week of PE does each grade in high school receive?	0	0	

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PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	0	0	
PEPA16	What proportion of students walk or bike to school?	0	1	
PEPA17	 Are teachers encouraged to use physical activity as a reward for students?	0	1	
EW1	 Are there strategies used by the school to support employee wellness?	0	0	
EW2	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	1	1	

Conclusion

The wellness committee will first focus on action items supporting practice and/or policy adjustment in sections 2-4, along with recruitment efforts as described in section 5. Following successful growth in these areas, the wellness committee will identify next steps and future potential collaboration with other well-established committees and groups in our learning community who share our common wellness goals.

Key



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



Create Practice Implementation Plan - District has a strong or weak policy, but practice implementation is either absent or limited



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

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