

**Triennial Assessment Report: 2025 Triennial Assessment LTISD (ES)**  
**(3/2025)**  
**District: LAKE TRAVIS ISD**

**Introduction**

This document provides the methods, results, and discussion of the triennial assessment for the Lake Travis ISD Local School Wellness Policy. The results will guide the School Health Advisory Council (SHAC) in making recommendations for future improvements to the wellness policy and plan. The Wellness School Assessment Tool (WellSAT) website was used to score our district’s written wellness policy and assess the implementation of school wellness practices.

The district dietitian facilitated the assessment process in March and April 2025. Using the WellSAT Policy tool, the dietitian evaluated the district’s wellness policy by comparing it to a model policy. Additionally, parents serving on SHAC were invited to conduct WellSAT Practice assessments at select campuses by interviewing key stakeholders, including principals, PE coaches, Food & Nutrition staff, and Curriculum & Instruction directors. Complete or partial assessments were completed at Lake Travis Elementary, Serene Hills Elementary, Lake Pointe Elementary, and Lakeway Elementary, providing a representative sample of elementary-level wellness practices. Scores were averaged across campuses.

It's important to note that Lake Travis ISD’s elementary campuses operate the National School Lunch and Breakfast Programs, whereas middle and high schools do not. Therefore, federal program requirements apply only to the elementary campuses. This report reflects findings specifically from the elementary school assessments.

**Strong Policies and Aligned Practices**

This section identifies areas where our district has a strong policy and we are fully implementing practices that align with the policy at LTISD elementary schools.

Compared to 2022, this assessment met all federal requirements, marking an improvement from the previous assessment. After the last triennial assessment, district policies were updated to include steps taken to protect student privacy for those who qualify for free or reduced-price meals (FR3), language noting the availability of free drinking water during meals (FR4), and the inclusion of annual training for Food & Nutrition Services staff in alignment with USDA Professional Standards (FR5). Of note, these items were already happening in practice, but the policy language was updated to reflect these practices and ensure clear compliance with federal guidelines.

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|--|----------------------------|----------------------------|----------------------------|--|
|  | 5<br>/<br>2<br>2           | 3/2025                     |                            |  |
|  | P<br>O<br>L<br>I<br>C<br>Y | P<br>O<br>L<br>I<br>C<br>Y | P<br>R<br>A<br>C<br>T<br>I |  |

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|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|---|
| <b>F<br/>R<br/>3</b>       | Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?                                                                              | <b>0</b> | <b>2</b> | <b>2</b> | ☆ |
| <b>F<br/>R<br/>4</b>       | Is free (i.e., no cost to students) drinking water available to students during meals?                                                                                                   | <b>0</b> | <b>2</b> | <b>2</b> | ☆ |
| <b>F<br/>R<br/>5</b>       | 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? | <b>0</b> | <b>2</b> | <b>2</b> | ☆ |
| <b>F<br/>R<br/>6</b>       | 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?                               | <b>2</b> | <b>2</b> | <b>2</b> | ☆ |
| <b>F<br/>R<br/>1<br/>4</b> | Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school?                                            | <b>2</b> | <b>2</b> | <b>2</b> | ☆ |
| <b>F<br/>R<br/>1<br/>5</b> | How is the wellness policy made available to the public?                                                                                                                                 | <b>2</b> | <b>2</b> | <b>2</b> | ☆ |
| <b>F<br/>R<br/>1<br/>6</b> | Is wellness policy implementation evaluated every three years?                                                                                                                           | <b>2</b> | <b>2</b> | <b>2</b> | ☆ |
| <b>F<br/>R<br/>1<br/>7</b> | What is included in the triennial assessment report to the public?                                                                                                                       | <b>2</b> | <b>2</b> | <b>2</b> | ☆ |
| <b>N<br/>E<br/>S</b>       | Does the district offer breakfast every day to all students?                                                                                                                             | <b>2</b> | <b>2</b> | <b>2</b> | ☆ |

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| <b>1</b>                               |                                                                                                                                                |          |          |          |   |
| <b>N<br/>E<br/>S<br/>2</b>             | Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?                                   | <b>0</b> | <b>2</b> | <b>2</b> | ☆ |
| <b>N<br/>E<br/>S<br/>8</b>             | 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? | <b>1</b> | <b>2</b> | <b>2</b> | ☆ |
| <b>N<br/>E<br/>5</b>                   | Is nutrition education integrated into other subjects beyond health education?                                                                 | <b>2</b> | <b>2</b> | <b>2</b> | ☆ |
| <b>P<br/>E<br/>P<br/>A<br/>2</b>       | Does the district have a written physical education curriculum that is aligned with national and/or state standards?                           | <b>1</b> | <b>2</b> | <b>2</b> | ☆ |
| <b>P<br/>E<br/>P<br/>A<br/>3</b>       | How does your physical education program promote a physically active lifestyle?                                                                | <b>2</b> | <b>2</b> | <b>2</b> | ☆ |
| <b>P<br/>E<br/>P<br/>A<br/>1<br/>9</b> | Do teachers ever withhold physical activity as a classroom management tool?                                                                    | <b>2</b> | <b>2</b> | <b>2</b> | ☆ |

### Create Practice Implementation Plan

This section identifies areas where our district has a policy in place, but practice implementation is either absent or limited at the elementary school campuses. To ensure full compliance with all elements of the school wellness policy, a practice implementation plan is listed below to address the following:

FR 1 Nutrition Education Goals - The district will explore the feasibility of integrating a standards-based

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curriculum that includes specific goals for nutrition education designed to promote student wellness into the district's health education curriculum. We will collaborate with Curriculum & Instruction staff, teachers, and nutrition educators to identify opportunities to incorporate these goals into lesson plans and school activities, creating an environment that encourages students to make informed, healthy food choices.

FR11 - Regulation of Foods for Celebrations - Although a clear policy is in place, stakeholders have expressed concerns about inconsistent implementation. The district could enhance onboarding processes for new administrators to ensure they are informed about these policies, promoting more consistent compliance across all schools.

FR10 / NES9 State Laws on Exemptions for Fundraisers - the district will review state laws regarding exemptions for school-sponsored fundraisers and ensure all staff are well-informed about these regulations. Currently, Lakeway Elementary is the only known school conducting a non-compliant, non-exempt fundraiser, which appears to be unique to Lakeway Elementary. We will assess this fundraiser and develop a plan to bring it into compliance.

NES13 Food as a Reward - While the district has policy language in place to restrict the use of food as rewards, we will assess whether it is feasible to strengthen this language for greater clarity and effectiveness. Additionally, we will aim to identify opportunities for administrators to receive training on the district's wellness policy, provide reminders to reinforce the use of non-food rewards, and implement a checklist of alternative reward ideas to support consistent policy implementation.

Input from stakeholders, including the Food & Nutrition Department, school teachers, and school administrators, will be gathered to ensure the plan's feasibility and effectiveness. Success will be evaluated through annual reviews, incorporating feedback from school staff, students, and insights from SHAC meetings.

|            |                                                                                                     | 5<br>/<br>2<br>2           | 3/2025                     |                                      |                                                                                       |
|------------|-----------------------------------------------------------------------------------------------------|----------------------------|----------------------------|--------------------------------------|---------------------------------------------------------------------------------------|
|            |                                                                                                     | P<br>O<br>L<br>I<br>C<br>Y | P<br>O<br>L<br>I<br>C<br>Y | P<br>R<br>A<br>C<br>T<br>I<br>C<br>E |                                                                                       |
| <b>FR1</b> | Does the district have specific goals for nutrition education designed to promote student wellness? | 2                          | 2                          | 1                                    |  |

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| <b>F<br/>R<br/>1<br/>0</b>       | 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? | <b>1</b> | <b>1</b> | <b>0</b> |  |
| <b>F<br/>R<br/>1<br/>1</b>       | Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?                                  | <b>1</b> | <b>1</b> | <b>0</b> |  |
| <b>N<br/>E<br/>S<br/>9</b>       | 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?  | <b>1</b> | <b>2</b> | <b>0</b> |  |
| <b>N<br/>E<br/>S<br/>1<br/>3</b> | Do teachers or school staff give students food as a reward?                                                                                                   | <b>1</b> | <b>1</b> | <b>0</b> |  |

## Update Policies

This section highlights areas where we are fully implementing practices in the elementary schools, but the written district policy contains either no language (score of 0) or only weak language (score of 1). School Health Advisory Council (SHAC) members will be invited to review and provide feedback on a working draft of the wellness policy and suggest recommended changes. Their input will be discussed at an upcoming SHAC meeting, and finalized recommendations will be submitted to relevant stakeholders, the district's general counsel, and the School Board for review and approval. The goal is to finalize updates to the Wellness Policy by the end of Fall 2025.

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|  | <b>5<br/>/<br/>2<br/>2</b>       | <b>3/2025</b>                    |                                  |  |
|  | <b>P<br/>O<br/>L<br/>I<br/>C</b> | <b>P<br/>O<br/>L<br/>I<br/>C</b> | <b>P<br/>R<br/>A<br/>C<br/>T</b> |  |

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|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|-------------|---------------------------------------------------------------------------------------|
| <b>F<br/>R<br/>2</b>       | 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 | 1 | 2           |    |
| <b>F<br/>R<br/>7</b>       | Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?                                                                                                                              | 1 | 1 | 2           |    |
| <b>F<br/>R<br/>1<br/>3</b> | Which groups are represented on the district-level wellness committee?                                                                                                                                                | 1 | 1 | 2           |    |
| <b>F<br/>R<br/>1<br/>8</b> | Has the wellness policy been revised based on the previous triennial assessment?                                                                                                                                      | 1 | 1 | 2           |  |
| <b>N<br/>E<br/>S<br/>3</b> | Does your school or district provide information to families about eligibility for free or reduced-price meals?                                                                                                       | 0 | 0 | 2           |  |
| <b>N<br/>E<br/>S<br/>4</b> | Does your school use strategies to maximize participation in the school breakfast program and/or school lunch program?                                                                                                | 0 | 0 | 2           |  |
| <b>N<br/>E<br/>S<br/>5</b> | Are marketing strategies used to promote healthy food and beverage choices in school?                                                                                                                                 | 0 | 0 | 2           |  |
| <b>N<br/>E<br/>S<br/>6</b> | 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?                                                                                   | 2 | 1 | 2           |  |

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| <b>N<br/>E<br/>S<br/>7</b>       |  In your district, is it a priority to procure locally produced foods for school meals?                             | <b>0</b> | <b>1</b> | <b>2</b> |    |
| <b>N<br/>E<br/>S<br/>14</b>      | Do students have consistent and easy access to free drinking water throughout the school day?                                                                                                        | <b>0</b> | <b>0</b> | <b>2</b> |    |
| <b>N<br/>E<br/>1</b>             | Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?                                                                     | <b>1</b> | <b>1</b> | <b>2</b> |    |
| <b>N<br/>E<br/>2</b>             | Do all elementary school students receive sequential and comprehensive nutrition education?                                                                                                          | <b>2</b> | <b>1</b> | <b>2</b> |    |
| <b>N<br/>E<br/>7</b>             |  Does nutrition education address agriculture and the food system?                                                | <b>0</b> | <b>0</b> | <b>2</b> |  |
| <b>P<br/>E<br/>P<br/>A<br/>1</b> |  Does the district have a written physical education curriculum that is implemented consistently for every grade? | <b>1</b> | <b>1</b> | <b>2</b> |  |
| <b>P<br/>E<br/>P<br/>A<br/>7</b> | Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?                                                                         | <b>0</b> | <b>0</b> | <b>2</b> |  |
| <b>P<br/>E<br/>P<br/>A<br/>8</b> | Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?                                                                          | <b>0</b> | <b>0</b> | <b>2</b> |  |
| <b>P<br/>E</b>                   | Is there daily recess for all grades in elementary school?                                                                                                                                           | <b>1</b> | <b>1</b> | <b>2</b> |  |

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| <b>P<br/>A<br/>1<br/>3</b>             |                                                                                                                                                                       |          |          |          |                                                                                       |
| <b>P<br/>E<br/>P<br/>A<br/>1<br/>4</b> |  Do teachers provide regular physical activity breaks for students in the classroom? | <b>1</b> | <b>1</b> | <b>2</b> |    |
| <b>P<br/>E<br/>P<br/>A<br/>1<br/>5</b> | Does the district have "joint-use" or "shared-use" agreements?                                                                                                        | <b>0</b> | <b>0</b> | <b>2</b> |    |
| <b>P<br/>E<br/>P<br/>A<br/>1<br/>7</b> |  Are teachers encouraged to use physical activity as a reward for students?        | <b>1</b> | <b>1</b> | <b>2</b> |  |
| <b>P<br/>E<br/>P<br/>A<br/>1<br/>8</b> | Do teachers ever use physical activity as a punishment?                                                                                                               | <b>0</b> | <b>0</b> | <b>2</b> |  |
| <b>EW<br/>2</b>                        | Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?                                                             | <b>0</b> | <b>0</b> | <b>2</b> |  |
| <b>IC<br/>1</b>                        | Is there an active district-level wellness committee?                                                                                                                 | <b>2</b> | <b>1</b> | <b>2</b> |  |

**Opportunities for Growth**

This section highlights areas where our district has either not addressed the topic in policy or practice, or has

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only addressed it in a very limited way at the elementary school level. Our greatest opportunities for growth in strengthening and expanding our wellness policy and plan lie in the areas of nutrition education, physical activity, and employee wellness. While these areas are not federally required, we recognize their importance and will offer the School Health Advisory Council (SHAC) the opportunity to recommend updates in these areas. Updates to the wellness policy and wellness plan will be made with input from district and campus-level staff, as well as the district's General Counsel, and will be approved by the school board of trustees as needed. The goal is to finalize updates by the end of Fall 2025.

|                                        |                                                                                                                                                                                          | 5<br>/<br>2<br>2           | 3/2025                     |                                      |                                                                                       |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|--------------------------------------|---------------------------------------------------------------------------------------|
|                                        |                                                                                                                                                                                          | P<br>O<br>L<br>I<br>C<br>Y | P<br>O<br>L<br>I<br>C<br>Y | P<br>R<br>A<br>C<br>T<br>I<br>C<br>E |                                                                                       |
| <b>N<br/>E<br/>6</b>                   | Do school nutrition services staff members use the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?                      | 1                          | 1                          | 1                                    |  |
| <b>P<br/>E<br/>P<br/>A<br/>4</b>       | How many minutes per week of PE does each grade in elementary school receive?                                                                                                            | 0                          | 0                          | 1                                    |  |
| <b>P<br/>E<br/>P<br/>A<br/>1<br/>1</b> |  Are there opportunities for families and community members to engage in physical activity at school? | 0                          | 0                          | 1                                    |  |
| <b>P<br/>E<br/>P<br/>A</b>             |  Are there opportunities for all students to engage in physical activity before and after school?     | 0                          | 0                          | 1                                    |  |

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| <b>1</b><br><b>2</b>                                                 |                                                                                                                                                         |          |          |          |                                                                                     |
| <b>P</b><br><b>E</b><br><b>P</b><br><b>A</b><br><b>1</b><br><b>6</b> | What proportion of students walk or bike to school?                                                                                                     | <b>0</b> | <b>0</b> | <b>1</b> |  |
| <b>EW</b><br><b>1</b>                                                |  Are there strategies used by the school to support employee wellness? | <b>0</b> | <b>0</b> | <b>0</b> |  |
| <b>IC</b><br><b>2</b>                                                | Is there an active school-level wellness committee?                                                                                                     | <b>0</b> | <b>0</b> | <b>0</b> |  |

### Comparison with prior assessments

The WellSAT Policy generates two key scores: A comprehensiveness score (reflecting how thoroughly the recommended content areas are covered in the policy) and a strength score (measuring how strongly the content is stated). In the latest assessment, the district's comprehensiveness score increased from 46 in 2022 to 53 in 2025, indicating broader coverage of recommended content. However, the strength score decreased from 26 to 18, likely due to variations in the interpretation of policy language during the assessment. While the district successfully met all federal requirements (an improvement from 2022), this decline in strength highlights an opportunity to refine policy language for greater clarity and enforceability. It's essential to note that WellSAT scores are not intended to be interpreted as percentages or out of 100. Instead, they serve as a comparative tool to evaluate the relative strength and comprehensiveness of policies. For comparison, a national sample of 50 schools had an average comprehensiveness score of 54 and an average strength score of 33.

### Conclusion

In conclusion, Lake Travis ISD has made significant progress in aligning its wellness policy and practices with federal requirements, ensuring that student health and well-being are prioritized. The district has strengthened its policies, with updates made to reflect practices already in place and improved clarity in policy language. While federally required components have been successfully implemented, there are still areas where further growth is possible, particularly in the areas of Nutrition Education, Physical Activity, and Employee Wellness. The School Health Advisory Council (SHAC) will play a key role in addressing these areas by recommending updates to the district wellness policy and plan, with input from other stakeholders, including district staff and legal counsel. Any approved updates will be implemented in the semester following their adoption. These efforts will contribute to a healthier, more supportive environment for our students and staff, ensuring that wellness remains a core priority for the district moving forward.

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### 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 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

For more resources, visit: [wellsat.org/resources](https://wellsat.org/resources)