Triennial Assessment Report: Dexter Schools 2026 (6/2026)
District: DEXTER CONSOLIDATED SCHOOLS

Introduction

The scores from 12/2025 were a practice round of using the system. Please refer to the scores from 6/2026 for actual district results.

Dexter Consolidated Schools nutrition staff and leadership team members along with key stakeholders reviewed the wellness policy and expectations to determine areas of improvement. Those areas of improvement will continue to be a focus as we work towards supporting healthy lifestyles for students and staff.

Based on the scorecard, Dexter Consolidated Schools has mostly ratings of 2 in reference to federal requirements and best practices with some areas in development or under review for improvement. Our district and school staff members work hard to ensure that students have appropriate meals and healthy opportunities including health, social-emotional, and physical education. Additionally, we strive support staff wellness in accordance with best practices.

Strong Policies and Aligned Practices

The federal requirements in this section include meeting National School Lunch Program meal guidelines, offering students access to healthy snacks and free water, completing the wellness policy, and providing training to staff around healthy practices and physical education. Based on the scorecard, Dexter Consolidated Schools has strong policies and aligned practices with the guidelines and expectations.

		12/2025			6/2026		
		Policy Score	**Practice Score**		**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?	**2**	**2**		**2**	**2**	
FR3	Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?	**2**	**2**		**2**	**2**	
FR4	Is free (i.e., no cost to students) drinking water available to students during meals?	**2**	**2**		**2**	**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?	**2**	**2**		**2**	**2**	
FR7	Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?	**2**	**2**		**2**	**2**	
FR9	Do all foods and beverages sold in school stores during the school day meet Smart Snack standards?	**2**	**2**		**2**	**2**	
FR15	How is the wellness policy made available to the public?	**2**	**2**		**2**	**2**	
FR16	Is wellness policy implementation evaluated every three years?	**2**	**1**		**2**	**2**	
FR17	What is included in the triennial assessment report to the public?	**2**	**2**		**2**	**2**	

Triennial Assessment Report: Dexter Schools 2026 (6/2026)
District: DEXTER CONSOLIDATED SCHOOLS

FR18	Has the wellness policy been revised based on the previous triennial assessment?	**2**	**NA**		**2**	**2**	☆
NES1	Does the district offer breakfast every day to all students?	**2**	**2**	☆	**2**	**2**	☆
NES4	Does your school use strategies to maximize participation in the school breakfast program and/or school lunch program?	**2**	**2**	☆	**2**	**2**	☆
NES5	Are marketing strategies used to promote healthy food and beverage choices in school?	**1**	**2**		**2**	**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?	**2**	**1**		**2**	**2**	☆
NES7	In your district, is it a priority to procure locally produced foods for school meals?	**2**	**1**		**2**	**2**	☆
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?	**2**	**2**	☆	**2**	**2**	☆
NES14	Do students have consistent and easy access to free drinking water throughout the school day?	**2**	**2**	☆	**2**	**2**	☆
NE6	Do school nutrition services staff members use the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?	**2**	**2**	☆	**2**	**2**	☆
NE7	Does nutrition education address agriculture and the food system?	**2**	**1**		**2**	**2**	☆
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	**2**	**2**	☆	**2**	**2**	☆
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	**2**	**0**		**2**	**2**	☆
PEPA13	Is there daily recess for all grades in elementary school?	**0**	**2**		**2**	**2**	☆
PEPA18	Do teachers ever use physical activity as a punishment?	**1**	**2**		**2**	**2**	☆
PEPA19	Do teachers ever withhold physical activity as a classroom management tool?	**1**	**1**		**2**	**2**	☆

Triennial Assessment Report: Dexter Schools 2026 (6/2026)
District: DEXTER CONSOLIDATED SCHOOLS

EW1	Are there strategies used by the school to support employee wellness?	**2**	**2**		**2**	**2**	
EW2	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	**2**	**1**		**2**	**2**	
IC1	Is there an active district-level wellness committee?	**2**	**2**		**2**	**2**	

Create Practice Implementation Plan

The federal requirements in this section are related to the student access to food items beyond the school hours and the amount of time spent in physical education class during the school day as well as student participation in biking or riding to school. Because many of our school activities begin promptly after school (i.e. sports events with concession stands), some of our areas are considered areas of growth. As a team, we will continue to discuss the possibilities for moving towards Smart Snacks in these areas. Our students receive the maximum amount of physical education time our schedule can allow while also meeting requirements for other core contents including math, reading, science, history, a language other than English, and arts. Outside of school, our town layout often prevents students from walking or biking to and from school because we have a state highway and many railroad crossings that are unsafe for them to do so. As appropriate, we will encourage students to participate in recess activities that promote physical activity such as playing games, climbing, running, and jumping safely. We also promote the 5-2-1-0 rule for our students which encourages them to eat fruits and vebetables, limit screen time, get physical activity, and avoid sugary beverages.

		12/2025			6/2026		
		Policy Score	**Practice Score**		**Policy Score**	**Practice Score**	
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**		**2**	**1**	
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**	**1**		**2**	**1**	
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**		**2**	**0**	
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**	**0**		**2**	**1**	
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)?	**1**	**1**		**2**	**0**	
NES13	Do teachers or school staff give students food as a reward?	**2**	**2**		**2**	**1**	
NE1	Are skills-based, behavior-focused, and interactive/ participatory methods used in nutrition education to develop student skills?	**2**	**1**		**2**	**1**	

Triennial Assessment Report: Dexter Schools 2026 (6/2026)
District: DEXTER CONSOLIDATED SCHOOLS

NE5	Is nutrition education integrated into other subjects beyond health education?	**1**	**1**		**2**	**1**	
PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	**2**	**0**		**1**	**0**	
PEPA4	How many minutes per week of PE does each grade in elementary school receive?	**1**	**1**		**1**	**0**	
PEPA9	What percentage of students do you estimate do not take PE each year due to exemptions?	**0**	**2**		**2**	**1**	
PEPA16	What proportion of students walk or bike to school?	**0**	**0**		**1**	**0**	

Update Policies

This section refers to involvement in the wellness policy and physically active lifestyles. Our district is currently working to provide additional physical activities for students beyond the school day including proograms through House Bill 2 Out-of-School time funding such as disc golf, fishing, and bike riding. Throughout the 26-27 school year, the district leadership team along with appropriate stakeholders will develop procedures and schedules for students to participate in such activities. Additionally, while we do not require schools to develop agreements with other entities, we do have some local groups, such as youth basketball and football, who utilize our facilities to provide physical activities for our local students and families. Dexter Consolidated Schools also provides access to the district's fitness center for staff members and students outside of the school day.

		12/2025			6/2026		
		Policy Score	**Practice Score**		**Policy Score**	**Practice Score**	
FR13	Which groups are represented on the district-level wellness committee?	**1**	**2**		**1**	**2**	
PEPA3	How does your physical education program promote a physically active lifestyle?	**2**	**1**		**1**	**2**	
PEPA11	Are there opportunities for families and community members to engage in physical activity at school?	**1**	**1**		**1**	**2**	
PEPA12	Are there opportunities for all students to engage in physical activity before and after school?	**1**	**0**		**1**	**2**	
PEPA14	Do teachers provide regular physical activity breaks for students in the classroom?	**1**	**0**		**1**	**2**	

Triennial Assessment Report: Dexter Schools 2026 (6/2026)
District: DEXTER CONSOLIDATED SCHOOLS

PEPA15	Does the district have "joint-use" or "shared-use" agreements?	**1**	**2**		**1**	**2**	

Opportunities for Growth

In this section, the requirements are related to curriculum for nutrition and physical education as well as time provided for physical education. At this time, students receive the maximum amount of time allowable based on school hours and other requirements in statute for content area learning and credit-based courses. Our district leadership team and appropriate stakeholders will continue to review time for physical education throughout the school year and will strive to increase time when appropriate and allowable. In the secondary schools, the district will promote students becoming involved in extracurricular activities to increase their participation in healthy lifestyles. Our current curriculum materials are also under review by district and school staff to determine better materials and resources to support learning in physical education and health courses.

		12/2025			6/2026		
		Policy Score	**Practice Score**		**Policy Score**	**Practice Score**	
FR1	Does the district have specific goals for nutrition education designed to promote student wellness?	**2**	**0**		**1**	**1**	
FR11	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	**1**	**0**		**1**	**1**	
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?	**2**	**1**		**1**	**1**	
NES10	Are foods or beverages containing caffeine sold at the high school level?	**1**	**0**		**0**	**0**	
NE2	Do all elementary school students receive sequential and comprehensive nutrition education?	**1**	**NA**		**0**	**1**	
NE3	Do all middle school students receive sequential and comprehensive nutrition education?	**1**	**1**		**0**	**1**	
NE4	Do all high school students receive sequential and comprehensive nutrition education?	**1**	**1**		**0**	**1**	
PEPA1	 Does the district have a written physical education curriculum that is implemented consistently for every grade?	**1**	**0**		**0**	**0**	
PEPA5	How many minutes per week of PE does each grade in middle school receive?	**1**	**0**		**0**	**0**	
PEPA10	What percentage of students do you estimate do not take PE each year due to substitutions?	**0**	**2**		**1**	**1**	

Triennial Assessment Report: Dexter Schools 2026 (6/2026)
District: DEXTER CONSOLIDATED SCHOOLS

PEPA17	Are teachers encouraged to use physical activity as a reward for students?	**0**	**1**		**1**	**1**	

Comparison with prior assessments

Although Dexter Consolidated Schools has always had the wellness policy as required, under current administration, this is the first triennial review the district has completed. Therefore, these scores will develop the baseline for how we work to improve offerings and support for students and staff. Throughout the school year, district leadership and appropriate stakeholders will review the scorecard information and prioritize key changes that affect outcomes for students.

Conclusion

In conclusion, Dexter Consolidated Schools is confident in the current efforts and procedures alignment with policies and requirements. Our nutrition team and district staff work hard to ensure students and staff have healthy and appropriate opportunities to work towards a healthy lifestyle. Students have access to healthy meals, smart snacks, physical education, and extended learning opportunities. We see areas of improvement as opportunities to continuously review current offerings and make decisions to improve for our community. Many of the areas of growth are related to local barriers that will require innovative ideas to overcome, but we are hopeful in working together, we continue to find the best path for our district. Additionally, the district hopes to continue partnering with parents and providing resources and support for how students can continue healthy choices at home.

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

Triennial Assessment Report: Dexter Schools 2026 (6/2026)
District: DEXTER CONSOLIDATED SCHOOLS

USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, **AD-3027**, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

1. **Mail:**
   U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW, Mail Stop 9410
   Washington, D.C. 20250-9410;

2. **Fax:**
   (202) 690-7442; or

3. **Email:**
   program.intake@usda.gov

This institution is an equal opportunity provider.