

# Manitowoc Public School District

## Local Wellness Policy Triennial Assessment Report Card

Date Completed: 2020-2021 School Year

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 Director of Business Services, Angela M Erdmann @ [erdmannan@mpsd.school](mailto:erdmannan@mpsd.school) or 920-686-4795.

### Section 1: Policy Assessment

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*Overall  
Rating:  
2.23*

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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
<b>A. 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;</b>	2
<b>B. 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;</b>	1
<b>C. 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;</b>	1
<b>D. Describes the process and public involvement in the development of the wellness program and initiatives.</b>	1

Nutrition Promotion	Rating
<b>A. School nutrition services shall use the Smarter Lunchroom Self-Assessment Scorecard to determine ways to improve the school meals environment.</b>	3
<b>B. School nutrition services shall implement at least ten (10) Smarter Lunchroom techniques at each school.</b>	3
<b>C. All foods available to students in District programs, other than the food service program, shall be served with consideration for promoting student health and well-being.</b>	1

Nutrition Education	Rating
<b>A. Nutrition education shall be incorporated into the Health curriculum and other aspects of the curriculum, including science, math, language arts, and elective courses.</b>	2

<b>Nutrition Education</b>	<b>Rating</b>
<b>B.</b> Nutrition education shall be included in the sequential, comprehensive health curriculum in accordance with the curriculum standards and benchmarks established by the State.	3
<b>C.</b> Nutrition education shall be integrated into other subject areas of the curriculum, when appropriate, to complement, but not replace, the standards and benchmarks for health education.	3
<b>D.</b> Nutrition education standards and benchmarks shall be age-appropriate and culturally relevant.	3
<b>E.</b> The standards and benchmarks for nutrition education shall be behavior focused.	3
<b>F.</b> Nutrition education shall include enjoyable, developmentally appropriate and culturally relevant participatory activities, such as contests, promotions, taste testing, and others.	3
<b>G.</b> Nutrition education shall include opportunities for appropriate student projects related to nutrition, involving, when possible, community agencies and organizations.	3
<b>H.</b> Nutrition education shall extend beyond the classroom by engaging and involving the school's food service staff.	1
<b>I.</b> Nutrition education posters, such as the Food Pyramid Guide, will be displayed in the cafeteria.	3
<b>J.</b> The school cafeteria shall serve as a learning lab by allowing students to apply the knowledge, attitudes, and skills taught in the classroom when making choices at mealtime.	1
<b>K.</b> Nutrition education shall extend beyond the school by engaging and involving families and the community.	1
<b>L.</b> Nutrition education shall reinforce lifelong balance by emphasizing the link between caloric intake (eating) and exercise in ways that are age-appropriate.	3
<b>M.</b> Nutrition education benchmarks and standards include a focus on media literacy as it relates to food marketing strategies.	2
<b>N.</b> Nutrition education standards and benchmarks promote the benefits of a balanced diet that includes fruits, vegetables, whole grain products, and low-fat and fat-free dairy products.	3
<b>O.</b> Staff responsible for providing instruction in nutrition education shall regularly participate in professional development activities designed to better enable them to teach the benchmarks and standards.	3
<b>P.</b> Instruction related to the standards and benchmarks for nutrition education shall be provided by highly qualified teachers.	3
<b>Q.</b> The District shall provide information to parents that is designed to encourage them to reinforce at home the standards and benchmarks being taught in the classroom.	2

<b>Physical Activity and Education</b>	<b>Rating</b>
<b>Physical Education – 1.</b> 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.	3
<b>Physical Education – 2.</b> 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.	3
<b>Physical Activity – 1.</b> Physical activity and movement shall be integrated, when possible, across the curricula and throughout the school day.	1
<b>Physical Activity – 2.</b> 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.	3

<b>Other School-Based Wellness Activities (Strategies)</b>	<b>Rating</b>
<b>A.</b> Students, parents, and other community members shall have access to, and be encouraged to use, the school's outdoor physical activity facilities outside the normal school day.	3

<b>Other School-Based Wellness Activities (Strategies)</b>	<b>Rating</b>
<b>B. The school shall provide opportunities for staff, parents, and other community members to model healthy eating habits by dining with students in the school dining areas.</b>	1
<b>C. Nutrition information for competitive foods available during the school day shall be readily available near the point of purchase.</b>	1
<b>Additional Strategies for Consideration: 1. The school shall provide attractive, clean environments in which the students eat.</b>	3
<b>Additional Strategies for Consideration: 2. Schools in our system utilize electronic identification and payment systems, therefore, eliminating any stigma or identification of students eligible to receive free and/or reduced meals.</b>	3

<b>Policy Monitoring and Implementation</b>	<b>Rating</b>
<b>1. The District Administrator shall obtain the input of District stakeholders, to include parents, students, representatives of the school food authority, educational staff (including physical education teachers), school health professionals, School Board members, members of the public, and other school administrators in the development, implementation, evaluation, and periodic review and update, if necessary, of the wellness policy.</b>	2
<b>2. The District Administrator is encouraged to form a wellness committee to carry out this function.</b>	3
<b>3. The wellness committee shall be an administrative committee with members recruited and appointed by the District Administrator.</b>	3
<b>4. The District Administrator shall conduct reviews of the progress toward school wellness procedures, identify areas for improvement, and recommend revision of procedures as necessary.</b>	1
<b>5. Before the end of each school year, the wellness committee shall submit to the District Administrator and Board their report in which they describe the environment in each of the District's schools and the implementation of the wellness policy in each school, and identify any revisions to the policy the committee deems necessary.</b>	1
<b>6. The District 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 District 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.</b>	2

## **Section 2: Progress Update**

*MPSD has a wellness committee established, but the committee has not met recently. This triennial assessment will be used as a starting point to revitalize the wellness committee post-COVID and identify ways we can improve areas identified in need of growth.*

## **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**

*The local wellness policy accurately aligns with national wellness goals for physical activity, nutrition education, etc.*

## **Areas for Local Wellness Policy Improvement**

*Family and Community Engagement in both the Wellness Committee and activities offered to extend the classroom to the home are opportunities for growth.*

*In addition examining and educating all staff regarding Smart Snacks requirements/guidelines for food sold in schools outside of the food service program is an additional possibility for growth to ensure that staff both understand the "why" behind the guidelines.*

## **WellSAT 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:***

93

#### ***Strength Score:***

59

# WellSAT: 3.0

Wellness School Assessment Tool

## MPSD DISTRICT SCORECARD 2020-21



Federal Requirement



Farm to School



CSPAP



### Section 1: Nutrition Education

		Rating
NE1	Includes goals for nutrition education that are designed to promote student wellness.	2
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	2
NE3	All elementary school students receive sequential and comprehensive nutrition education. Use N/A if no elementary schools in district.	1
NE4	All middle school students receive sequential and comprehensive nutrition education. Use N/A if no middle schools in district.	2
NE5	All high school students receive sequential and comprehensive nutrition education. Use N/A if no high schools in district.	2
NE6	Nutrition education is integrated into other subjects beyond health education	2
NE7	Links nutrition education with the school food environment.	2
NE8	Nutrition education addresses agriculture and the food system.	1
<i>Subtotal for Section 1</i>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100
	<b>Strength Score:</b> Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	75



### Section 2: Standards for USDA Child Nutrition Programs and School Meals

		Rating
SM1	Assures compliance with USDA nutrition standards for reimbursable school meals.	2
SM2	Addresses access to the USDA School Breakfast Program.	2
SM3	District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	2
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	0
SM5	Specifies how families are provided information about determining eligibility for free/reduced priced meals	2
SM6	Specifies strategies to increase participation in school meal programs.	2
SM7	Addresses the amount of "seat time" students have to eat school meals.	1
SM8	Free drinking water is available during meals.	2
SM9	Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	2
SM10	Addresses purchasing local foods for the school meals program.	1
<i>Subtotal for Section 2</i>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	90
	<b>Strength Score:</b> Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	70





### Section 3: Nutrition Standards for Competitive and Other Foods and Beverages

		Rating
NS1	Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.	1
NS2	USDA Smart Snack standards are easily accessed in the policy.	2
NS3	Regulates food and beverages sold in a la carte.	2
NS4	Regulates food and beverages sold in vending machines.	2
NS5	Regulates food and beverages sold in school stores.	0
NS6	Addresses fundraising with food to be consumed during the school day.	1
NS7	Exemptions for infrequent school-sponsored fundraisers.	0
NS8	Addresses foods and beverages containing caffeine at the high school level. Use N/A if no high schools in district.	0
NS9	Regulates food and beverages <b>served</b> at class parties and other school celebrations in elementary schools. Use N/A if no elementary schools in district.	1
NS10	Addresses nutrition standards for all foods and beverages <b>served</b> to students <b>after</b> the school day, including, before/after care on school grounds, clubs, and after school programming.	2
NS11	Addresses nutrition standards for all foods and beverages <b>sold</b> to students <b>after</b> the school day, including before/after care on school grounds, clubs, and after school programming.	0
NS12	Addresses food not being used as a reward.	1
NS13	Addresses availability of free drinking water throughout the school day.	2
<i>Subtotal for Section 3</i>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	70
	<b>Strength Score:</b> Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	40





### Section 4: Physical Education Physical Activity

		Rating
PEPA1	There is a written physical education curriculum for grades K-12.	2
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	2
PEPA3	Physical education promotes a physically active lifestyle.	1
PEPA4	Addresses time per week of physical education instruction for all elementary school students. Use N/A if no elementary school in district.	1
PEPA5	Addresses time per week of physical education instruction for all middle school students. Use N/A if no middle school in district.	2
PEPA6	Addresses time per week of physical education instruction for all high school students. Use N/A if no high school in district.	1
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	1
PEPA8	Addresses providing physical education training for physical education teachers.	2
PEPA9	Addresses physical education exemption requirements for all students.	2
PEPA10	Addresses physical education substitution for all students.	1
PEPA11	Addresses family and community engagement in physical activity opportunities at all schools.	1

 PEPA12	Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	1
PEPA13	Addresses recess for all elementary school students. Use N/A if no elementary schools in district.	2
 PEPA14	Addresses physical activity breaks during school.	2
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	1
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	2
<i>Subtotal for Section 4</i>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100
	<b>Strength Score:</b> Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	50









### Section 5: Wellness Promotion and Marketing

		Rating
WPM1	Encourages staff to model healthy eating and physical activity behaviors.	1
 WPM2	Addresses strategies to support employee wellness.	1
WPM3	Addresses using physical activity as a reward.	1
WPM4	Addresses physical activity not being used as a punishment.	2
WPM5	Addresses physical activity not being withheld as a punishment.	1
WPM6	Specifies marketing to promote healthy food and beverage choices.	2
 WPM7	Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	2
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	2
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	2
WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers, etc.).	2
WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, on school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, or announcements on the public announcement (PA) system).	2
WPM12	Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products).	2
<i>Subtotal for Section 1</i>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100
	<b>Strength Score:</b> Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	67



## Section 6: Implementation, Evaluation, and Communication

		Rating
IEC1	Addresses the establishment of an ongoing district wellness committee.	1
 IEC2	Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.	1
 IEC3	Identifies the officials responsible for the implementation and compliance of the local wellness policy.	2
 IEC4	Addresses making the wellness policy available to the public.	2
 IEC5	Addresses the assessment of district implementation of the local wellness policy at least once every three years.	2
 IEC6	Triennial assessment results will be made available to the public and will include: <ol style="list-style-type: none"> <li>1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy;</li> <li>2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies;</li> <li>3. A description of the progress made in attaining the goals of the local school wellness policy.</li> </ol>	2
 IEC7	Addresses a plan for updating policy based on results of the triennial assessment.	1
IEC8	Addresses the establishment of an ongoing school building level wellness committee.	1
<i>Subtotal for Section 1</i>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100
	<b>Strength Score:</b> Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	50





## In a “Nutshell” Local Wellness Policy (LWP)



The Local Wellness Policy requirement was established by the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) Reauthorization Act of 2004 and strengthened by the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). It requires each School Food Authority (SFA) participating in the National School Lunch Program and/or School Breakfast Program to develop a wellness policy. The final rule expanded the requirements to strengthen policies and increase transparency. **SFAs were required to be compliant with the final rule by June 30, 2017.**

### Content of the Wellness Policy

**The responsibility for developing, implementing, and evaluating a wellness policy is placed at the local level, so the unique needs of each SFA can be addressed. At a minimum, policies are required to include:**

- **Specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.** SFAs are required to review and consider evidence-based strategies in determining these goals.
- **Standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day** that are consistent with federal regulations for school meal nutrition standards and the Smart Snacks in School nutrition standards. Additionally, the wellness policy should include language regarding **federally defined nutrition standards for school meals.**
- **Standards for all foods and beverages provided, but not sold, to students during the school day** (e.g., in classroom parties, classroom snacks brought by parents, or other foods given as incentives).
- **Policies for food and beverage marketing** that allow marketing and advertising of only those foods and beverages that meet the Smart Snacks in School nutrition standards.
- **Description of public involvement, public updates, and policy leadership.**
- **Establishment/identification of wellness policy leadership** of one or more SFA officials who have the authority and responsibility to ensure compliance.
- **Description of how the wellness policy and updates are made available to the public, on an annual basis.**
- **Description of a wellness policy assessment** which must occur at least **once every 3 years, that measures**
  - ✓ compliance with the wellness policy
  - ✓ how the local wellness policy compares to a model policy
  - ✓ progress made attaining the goals of the wellness policy

**The first triennial assessment must be completed by June 30, 2020. The assessment must be made available to the public.**

Due to COVID-19, USDA Nationwide Waiver of Local School Wellness Policy Triennial Assessments in the National School Lunch and School Breakfast Programs extended the new regulatory deadline for the **first assessment to June 30, 2021**. If the SFA accepts the new deadline, it would then submit a second triennial assessment by June 30, 2024.

## Completing the Triennial Assessment

DPI requires use of the Local Wellness Policy Triennial Assessment Report Card for the triennial assessment. This includes completing the WellSAT assessment of the Local Wellness Policy.

- [Local Wellness Policy Triennial Assessment Report Card](#) – SFAs must use the Wisconsin Local Wellness Policy Triennial Assessment Report Card to fulfill the triennial assessment requirement. The first page includes instructions for completing the Local Wellness Policy Triennial Assessment Report Card. The fillable Report Card form begins on page two. There SFAs enter the SFA-specific LWP objectives and evaluate to what extent the objectives were achieved. At the bottom of the Report Card is a section for SFAs to optionally input the WellSAT scores (provided upon completion of the WellSAT tool). The fully completed Triennial Assessment Report Card meets all of the requirements of the triennial assessment.
- [WellSAT Tool](#) – The Wellness School Assessment Tool allows SFAs to evaluate how their policy compares to model policy language. WellSAT includes 67 policy items considered best practices for school wellness. SFAs rate the extent to which their policy contains language related to each policy item. WellSAT scores are calculated for comprehensiveness and strength. The comprehensiveness score reflects the extent to which recommended content areas are covered in the policy. The strength score reflects how strongly the policy items are stated. These scores can then be transferred to the bottom of the fillable LWP Triennial Assessment Report Card.

## Wisconsin Resources

- [Local Wellness Policy Webinar](#) will walk SFAs through the requirements set forth in the final rule of Local School Wellness Policy Implementation under the HHFKA of 2010.
- [Local Wellness Policy Checklist](#) is a resource that will help SFAs determine if all content areas are included in their school wellness policy.
- [Wisconsin Wellness: Putting Policy into Practice](#) is a resource designed to assist SFAs with developing comprehensive policies that incorporate new policy requirements while establishing a framework for accountability. The resource provides information on required policy components and includes best practices that will assist SFAs with creating and maintaining a strong wellness policy.
- [Local Wellness Policy Builder](#) is an online tool designed to assist SFAs in creating comprehensive school wellness policies that meet the final rule established by the USDA in August 2016.
- [Local Wellness Policy Builder - Full Text](#) is a compilation of all statements available in the *Local Wellness Policy Builder Online Tool*.

