

**Michigan Department of Education
Office of Health and Nutrition Services
School Nutrition Programs**

**Local Wellness Policy:
Triennial Assessment Summary**

Background

The Healthy, Hunger-Free Kids Act of 2010 requires Local Educational Agencies (LEAs) to update or modify their wellness policy, as appropriate. When wellness committees meet on a regular basis throughout the school year, an assessment plan should be used to ensure progress is being made on the district's wellness policy and procedures.

Purpose

The template below is offered to help summarize the information gathered during your assessment. Members of a school wellness committee who are completing the triennial assessment for their school wellness policy may use this template. It contains the three required components of the triennial assessment, including 1) compliance with the wellness policy, 2) how the wellness policy compares to model wellness policies, and 3) progress made in attaining the goals of the wellness policy.

Results

The copy of the assessment must be made available to the public. How the assessment is made available is the decision of the LEA. Many LEA's choose to post the results on their district website. The triennial assessment summary and the assessment details must be shared.

Recordkeeping

Keep a copy of the most recent triennial assessment, along with supporting documentation on file. This will be needed when you have a School Nutrition Program administrative review.

Resources

<https://www.fns.usda.gov/tn/local-school-wellness-policy>

https://www.michigan.gov/mde/0,4615,7-140-66254_50144-194546--,00.html

Section 1: General Information

School(s) included in the assessment:

MAPS-Marquette Area Public Schools

Month and year of current assessment: August 22nd, 2006

Date of last Local Wellness Policy revision: June 24th, 2019

Website address for the wellness policy and/or information on how the public can access a copy:

<https://go.boarddocs.com/mi/marquette/Board.nsf/Public?open&id=policies# Policy #8510>

Section 2: Wellness Committee Information

How often does your school wellness committee meet? Quarterly _____

School Wellness Leader:

Name	Job Title	Email Address
Kathryn Weycker	Teacher	kweycker@mapsnet.org

School Wellness Committee Members:

Name	Job Title	Email Address
Linda Johnson	District Nurse	ljohnson@mapsnet.org
Chris Collins	Food Service Director	ccollins@mapsnet.org
Heather Marshall	Human Resources Specialist	hmarshall@mapsnet.org
Amanda Erspamer	Assistant Principle	aerspamer@mapsnet.org
Jennifer Erickson	Teacher	jerickson@mapsnet.org
Elizabeth Sabin	Teacher	esabin@mapsnet.org
Lucille Anthony	Teacher	lanthony@mapsnet.org
Melissa Teasley	School Counselor	mteasley@mapsnet.org
Peggy Lagina	Teacher	plagine@mapsnet.org
Stacey Kangas	Health Aid	skangas@mapsnet.org
Stephanie Anderson	Assistant Principle	standerson@mapsnet.org
Alesia Braund	Teacher	abraund@mapsnet.org

Section 3. Comparison to Model School Wellness Policies

Indicate the model policy language used for comparison:

- Michigan State Board of Education Model Local School Wellness Policy
- Alliance for a Healthier Generation: Model Policy
- WellSAT 3.0 example policy language

Describe how your wellness policy compares to model wellness policies.

The MAPS model involves many characteristics similar to the Michigan State Board of Education Model Local School Wellness Policy.

The MAPS model involves many district personnel to be part of the DWT. Our current team includes teachers, building administrators, district nurse, food service director, parents/families, counselors and other vital district personnel. This team strongly emphasizes a solid core for student nutrition. As stated not only in the Michigan model but also the Alliance for a Healthier Generation Model. The MAPS team has been promoting an environment that allows students to consume healthy meals and allow ample time for the student to participate in outside activity that is commonly associated with lunch periods. Nutrition education is promoted to the students as part of the Michigan model. This will allow for students to engage in a healthier lifestyle. MAPS also promotes physical activities to staff. MAPS has also used some materials from the

What is the WSCC model?

The Whole School, Whole Community, Whole Child, or WSCC model, is CDC's framework for addressing health in schools. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement and the importance of evidence-based school policies and practices.

The WSCC model has [10 components](#):

1. Physical education and physical activity.
2. Nutrition environment and services.
3. Health education.
4. Social and emotional climate.
5. Physical environment.
6. Health services.
7. Counseling, psychological and social services.
8. Employee wellness.
9. Community involvement.

10. Family engagement.

Section 4. Compliance with the Wellness Policy and progress towards goals

At a minimum, local wellness policies are required to include:

- Specific goals for:
 - Nutrition promotion and education
 - Physical activity
 - Other school based activities that promote student wellness.
- 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.
- 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, policy leadership, and evaluation plan.

Using the table below to indicate the progress made with each goal included in the Wellness Policy. The table may be used for each school separately or the district as a whole.

Tip: When developing a wellness plan, ensure activities are meeting goals by developing SMART objectives:

- **Specific:** Identify the exact area to improve.
- **Measurable:** Quantify the progress.
- **Attainable:** Determine what is achievable.
- **Realistic:** Consider resources and determine what can reasonably be accomplished.
- **Time bound:** Identify deadlines for goals and related tactics.

The Centers for Disease Control and Prevention (CDC) has tips for developing [SMART objectives](#).

Michigan Department of Education Local Wellness Policy Assessment Plan

School Name: MAPS-Marquette Area Public Schools

Date: 3/1/21

Nutrition Promotion and Education Goal(s):

Goal What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start dates	Measurement How is progress measured?	Lead Person	Stakeholders Who will be involved and/or impacted?	Complete?
Classroom Party Alternatives to food	<ul style="list-style-type: none"> a) Provide alternative items to food b) Create Policy to have adopted by BOE c) Discuss with school staff to check in on alternatives 	Began in 2017	<ul style="list-style-type: none"> -Educate principles and teachers -DWT check ins with teachers and staff 	DWT Ambassadors	Teachers, staff, students	2022-2021 ongoing staff and DWT members continue to educate others
Implement Share Tables	<ul style="list-style-type: none"> a. Work with local health department b. Establish a lead to monitor time and temperatures of tcf c. Work with student councils 	Began in 2018	Begin a share table	Currently on Pause	Students	2020-2021 Due to pandemic share tables are no longer considered

Physical Activity Goal(s):

Goal What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start dates	Measurement How is progress measured?	Lead Person	Stakeholders Who will be involved and/or impacted?	Complete?
Promote physical Activity events occurring throughout community	Use posters, Flyers, and announcements to inform students/ staff of events that occurring	Initiated 2018	Building ambassadors discuss events during DWT quarterly meetings.	DWT members	Teachers, staff, students	Progress paused due to Covid-19

School-based activities to promote student wellness goal(s):

Goal What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start dates	Measurement How is progress measured?	Lead Person	Stakeholders Who will be involved and/or impacted?	Complete?
Increased efficiency of school lunch time for students 1. Increased consumption of meals during lunch 2. Increased amount of time for students to have increased outside activity	Evaluate time spent for students eating meals Recommend a “green philosophy” for each school-(Is each school able to have the same type of recess/lunch program) Develop a letter from the DWT with recommendations for the lunch period District wide survey taken to review current covid measures and how these measures can be brought forward in a productive manner to the next school year.	Initiated 2018	1. Plate waste, are students eating more food than discarding 2. Are students regularly receiving 10-15 minutes outside at lunch recess	K.Weycker	1. Students 2. Staff	Ongoing 2021-All students in elementary schools are now eating meals in classroom, mixed results at the moment.

Nutrition guidelines for all foods and beverages for sale on the school campus (i.e. school meals and smart snacks):

Goal What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start dates	Measurement How is progress measured?	Lead Person	Stakeholders Who will be involved and/or impacted?	Complete?
Educate all staff that competitive foods (i.e. foods sold to students during the school day) must meet the smart snack requirements	1.) Provide information via email to staff 2.) Include information about school fundraiser foods	Initiated 2018	All school fundraiser must meet the smart snack guidelines.	Chris Collins	Staff, Students and Principals	Ongoing Covid precautions are limiting fundraiser events

Guidelines for other foods and beverages available on the school campus, but not sold:

Goal What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start dates	Measurement How is progress measured?	Lead Person	Stakeholders Who will be involved and/or impacted?	Complete?
Ensure all vending machines have healthy, smart snack compliant foods	Discuss healthy/smart snack compliant foods with the local vending company	Initiated 2015	All Foods in Vending machines will be smart snack compliant	Chris Collins	Staff, Students	Yes Currently no food in vending machines

Marketing and advertising of only foods and beverages that meet Smart Snacks:

Goal What do we want to accomplish?	Action Steps What activities need to happen?	Timeline Start dates	Measurement How is progress measured?	Lead Person	Stakeholders Who will be involved and/or impacted?	Complete?
Provide healthful, non-program, food to students	Sell only foods that meet the smart snack requirements	2019	All food sold in vending machines and during meal times will meet the smart snack requirements	C.Collins	1. Students 2. Staff 3. Family Members	Ongoing