

Section 1: Introduction

The WellSAT wellness policy assessment tool was utilized to evaluate the district's Wellness Policy, as well as our current wellness related practices. Through completion of the assessment, and review of our findings, areas of strength and areas for improvement were identified. The greatest finding from the assessment notes strong practices in numerous areas, but the wellness policy has not been updated to reflect current practice. Along with updating the policy, the wellness committee will work to identify ways in which wellness related practices can be further developed and strengthened.

Section 2: Strong Policies and Aligned Practices

Through the triennial wellness assessment it was identified that the district has strong policy and practice in 9 areas, including 2 federal requirements.

- FR15: The district wellness policy is made available to the public through posting on the district webpage.
- NE3 & NE4: Both middle school and high school students receive sequential and comprehensive nutrition education. One area of focus includes learning to read nutrition labels. At the middle school level, students enrolled in family consumer science courses receive nutrition education as part of their course curriculum.

Section 3: Create Practice Implementation Plan

Within this section, 6 areas were identified in which policy and practice don't align. The last revision of the district Wellness Policy was in 2016. Following completion of the triennial assessment, results from the assessment will be used to update the district's Wellness Policy.

A district level wellness committee has been established. The committee will establish a meeting schedule. The wellness policy will be shared to increase awareness especially with regards to food and beverages that may be served at class parties and celebrations, in alignment with FR11.

Section 4: Update Policies

Through assessment of the Manchester Public Schools Wellness Policy and current district practices, it was identified that there are 33 areas in which the district is meeting the criteria for a practice score of 2, but the policy is either at a 0 or 1.

A subgroup from the wellness committee will work to update the Wellness Policy to capture and reflect current practices, with particular focus on any federal requirements. It was identified that there are 11 federal requirements in which strong practices currently exist, but the practice expectations are not outlined within the policy.

While not outlined in the policy, the district participates in the National School Lunch Program and School Breakfast Program, following all applicable federal and state meal pattern regulations. Both breakfast and lunch are made available to all students daily. The district participates in the Healthy Food Certification (HFC), which regulates foods sold to students during the school day, including through a la carte purchases, the school store, vending machines, and fundraisers. Food sold outside of reimbursable meals complies with statutes of the HFC.

Section 5: Opportunities for Growth

Within this section, 2 federal requirements were identified in which opportunities for growth exist. The below areas were identified as areas of focus:

- **FR1- Does the district have specific goals for nutrition education designed to promote student wellness?**

The district scored a 1 for both practice and policy. While the current practice score is at a 1, it is the belief that the district is progressing towards a 2. Of note, the district has seen significant increases in CAPFA scores and has reached a participation rate of over 90%.

- **FR14- Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school AND IC2 - Is there an active school-wellness committee?**

The wellness committee will work to develop active school-wellness committees by integrating wellness related topics into existing committees, such as the culture and climate committees. A liaison from the district wellness committee will be identified to help aid in communication between the district and school level committees.

- **NES7 - In your district, is it a priority to procure locally produced foods for school meals?**

Through federal and local funding initiatives, the food service department has started to work towards procuring locally produced foods for incorporation into the school lunch menu. Products procured have ranged from ground beef to maple syrup and apples. In

partnership with Uconn's Regional Farm to School Coordinator, a taste taste featuring two locally recipes was carried out at the elementary level. The department will work to continue farm to school procurement initiatives as funding and resources allow.

- **NE7 - Does nutrition education address agriculture and the food system?**

Nutrition education that addresses both agriculture and the food system has been integrated into curriculum, particularly at the elementary level. At the elementary level, prompts through ARC have allowed students the opportunity to work towards research projects that address agriculture and the food system. STEM teachers have started to look at how their curriculum can align with the research prompts presented with ARC. The prompts encourage students to explore agriculture and the food system by focusing on chain reactions.