


# Triennial Assessment Report: Midway Triennial assessment (2/2026)

## District: MIDWAY R-I

### Strong Policies and Aligned Practices











		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	★
FR3	Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?	2	2	★
FR4	Is free (i.e., no cost to students) drinking water available to students during meals?	2	2	★
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	★
FR8	Do all foods and beverages sold in vending machines meet Smart Snack standards?	2	2	★
FR9	Do all foods and beverages sold in school stores during the school day meet Smart Snack standards?	2	2	★
FR17	What is included in the triennial assessment report to the public?	2	2	★
NES1	Does the district offer breakfast every day to all students?	2	2	★
NES3	Does your school or district provide information to families about eligibility for free or reduced-price meals?	2	2	★
PEPA1	 Does the district have a written physical education curriculum that is implemented consistently for every grade?	2	2	★
PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	2	2	★
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	2	2	★
PEPA13	Is there daily recess for all grades in elementary school?	2	2	★

### Create Practice Implementation Plan





	Policy	Practice	

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		Score	Score	
<b>FR1</b>	Does the district have specific goals for nutrition education designed to promote student wellness?	2	1	
<b>FR7</b>	Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?	2	1	
<b>FR10</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?	2	0	
<b>FR13</b>	Which groups are represented on the district-level wellness committee?	2	0	
<b>FR14</b>	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school?	2	1	
<b>FR15</b>	How is the wellness policy made available to the public?	2	1	
<b>FR16</b>	Is wellness policy implementation evaluated every three years?	2	1	
<b>NES2</b>	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	1	0	
<b>PEPA4</b>	How many minutes per week of PE does each grade in elementary school receive?	1	0	
<b>IC2</b>	Is there an active school-level wellness committee?	1	0	

## Update Policies







		Policy Score	Practice Score	
<b>FR5</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?	1	2	
<b>NES4</b>	Does your school use strategies to maximize participation in the school breakfast program and/or school lunch program?	1	2	
<b>NES6</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?	0	2	
<b>NES14</b>	Do students have consistent and easy access to free drinking water throughout the school day?	0	2	

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<b>NE1</b>	Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?	1	2	
<b>NE5</b>	Is nutrition education integrated into other subjects beyond health education?	0	2	
<b>NE7</b>	 Does nutrition education address agriculture and the food system?	0	2	
<b>PEPA3</b>	How does your physical education program promote a physically active lifestyle?	1	2	
<b>PEPA8</b>	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	0	2	
<b>PEPA9</b>	What percentage of students do you estimate do not take PE each year due to exemptions?	0	2	
<b>PEPA11</b>	 Are there opportunities for families and community members to engage in physical activity at school?	0	2	
<b>PEPA12</b>	 Are there opportunities for all students to engage in physical activity before and after school?	0	2	
<b>PEPA15</b>	Does the district have "joint-use" or "shared-use" agreements?	0	2	

## Opportunities for Growth

		<b>Policy Score</b>	<b>Practice Score</b>	
<b>FR11</b>	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	0	0	
<b>FR18</b>	Has the wellness policy been revised based on the previous triennial assessment?	1	1	
<b>NES5</b>	Are marketing strategies used to promote healthy food and beverage choices in school?	0	1	
<b>NES7</b>	 In your district, is it a priority to procure locally produced foods for school meals?	0	1	
<b>NES8</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?	1	1	






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<b>NES9</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?	0	0	
<b>NES10</b>	Are foods or beverages containing caffeine sold at the high school level?	0	0	
<b>NES11</b>	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)?	0	0	
<b>NES12</b>	Do all foods or beverages SOLD (not served) 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)?	0	0	
<b>NES13</b>	Do teachers or school staff give students food as a reward?	0	0	
<b>NE2</b>	Do all elementary school students receive sequential and comprehensive nutrition education?	1	1	
<b>NE3</b>	Do all middle school students receive sequential and comprehensive nutrition education?	1	1	
<b>NE4</b>	Do all high school students receive sequential and comprehensive nutrition education?	1	1	
<b>NE6</b>	Do school nutrition services staff members use the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?	0	0	
<b>PEPA5</b>	How many minutes per week of PE does each grade in middle school receive?	0	1	
<b>PEPA6</b>	How many minutes per week of PE does each grade in high school receive?	0	1	
<b>PEPA10</b>	What percentage of students do you estimate do not take PE each year due to substitutions?	0	1	
<b>PEPA14</b>	 Do teachers provide regular physical activity breaks for students in the classroom?	0	1	
<b>PEPA16</b>	What proportion of students walk or bike to school?	0	0	
<b>PEPA17</b>	 Are teachers encouraged to use physical activity as a reward for students?	0	1	
<b>PEPA18</b>	Do teachers ever use physical activity as a punishment?	0	1	

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<b>PEPA19</b>	Do teachers ever withhold physical activity as a classroom management tool?	<b>0</b>	<b>1</b>	
<b>EW1</b>	 Are there strategies used by the school to support employee wellness?	<b>1</b>	<b>1</b>	
<b>EW2</b>	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	<b>0</b>	<b>1</b>	
<b>IC1</b>	Is there an active district-level wellness committee?	<b>1</b>	<b>1</b>	

## Conclusion

### 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

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