

## District Wellness Policy Triennial Assessment Report 2020

School District: Best Ever School District

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Wellness Policy Components	Fully in Place	Partially in Place	Not in Place	Describe Actions Taken for Implementation (include supports and challenges)	Data Source for Monitoring
<b>District Wellness Committee/Coordinated District Health Advisory Council</b>					
<b>Policy Leadership</b>					
1. The designated officer for ensuring district compliance with the wellness policy and oversight is identified. (PO-3)	X			- Superintendent appointed a wellness leader (WL) - Committee selected a wellness leader - Wellness champion identified	- Contact identified in the LWP - Located on the district's website - Committee meeting minutes - Designated leader's name and contact information are in the LWP, website, etc.
1a. Each school has a designated wellness leader. *	X			- Principal appointed a wellness leader - Wellness committee selected	- Committee meeting minutes
1b. Each school wellness leader monitors implementation of the wellness policy and reports compliance to the district wellness leader. *	X			- WL submits school level report to committee	- Alliance for a Healthier Generation (HG) district report- each schools' data is included
<b>Public Involvement</b>					
2. Meets at least once per year to establish district wellness goals for, and to oversee, school health and safety policies and programs including development, implementation, and periodic review and update of the wellness policy.		X		- Meeting dates established and distributed to committee members and the public	- Email correspondence - Committee meeting agenda - Committee meeting minutes
3. To the extent possible, committee includes representatives of: (PO-3) <ul style="list-style-type: none"> <li>• Parents/Legal Guardians</li> <li>• Students</li> <li>• District Nutrition Services</li> <li>• Physical Education Teachers</li> <li>• School Health Professionals</li> <li>• Local School Board</li> <li>• School Administrators</li> <li>• General Public/Community Members</li> </ul>		X		- Recommended representatives invited to serve on the committee - Difficulty engaging appropriate community members	- Committee meeting roster - Committee meeting minutes - Invitation packets sent to individuals - Email correspondence - HG district report - Annual meeting minutes
<b>Food and Beverage Availability</b>					
<b>School Meals</b>					
4. Pre-K to fifth graders will be provided a minimum of 20 minutes to consume lunch after they have received their food. (NS-11)	X			- District and school leadership publicly support and adhere to implementation	- School schedule - School website - HG district report
<b>Foods Sold Outside of School Meals Program (Competitive Foods and Beverages)</b>					
5. Foods and beverages sold outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards. (SS-1, SS-2)		X		- District leadership annually communicates to school administrators and appropriate staff USDA Smart Snacks standards for competitive foods & beverages sold during the school day	- Annual list of schools' fundraisers - Written communication - Committee meeting minutes/summary - HG district report

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				- Challenge: not consistently followed	
5a. The following venues currently comply with Smart Snacks requirements during the school day: <ul style="list-style-type: none"> <li>School Stores</li> <li>Vending Machines</li> <li>Concessions</li> </ul>		X		- District communicates USDA's policy that governs these venues and monitors compliance - Challenge: not consistently followed	- Vending contracts - Purchasing invoices - Written communication, meeting minutes/summary
5b. Although the State allows exempt fundraisers, the district does not allow exempt fundraisers. *			X	- District continues to progress towards zero exempt fundraisers by educating school leaders of its importance - Challenge: administrative support/identifying other methods for making money	- District and school website/handbook
6. Standards established for foods provided but not sold (e.g., class parties, class snacks), during the school day on school campuses. (SS-4)	X			- Specific standards established	- Standards specifically identified in the LWP - HG district report
<b>Food and Beverage Marketing</b>					
7. Any foods and beverages marketed or promoted to students on school campuses during the school day meet or exceed the USDA Smart Snacks in School nutrition standards. (PO-3)		X		- Continue to educate school community about USDA food and beverage marketing requirements - Challenge: not consistently followed	- Fundraiser Flyers of compliant items - HG district report
<b>District Goals for Health &amp; Wellness</b>					
<b>Nutrition Education</b>					
8. Schools will provide nutrition education and engage in nutrition promotion that fulfills the criteria identified in the district LWP. (NS-8, NS-12, HPE-11)	X			- Nutrition education is integrated across the curriculum	- Curriculum guide - Lesson Plans - HG district report
8a. Nutrition education is integrated across the curriculum. *	X			- Nutrition education is integrated across the curriculum	- Curriculum guide - Lesson Plans
8b. Nutrition education is linked with the school food environment/cafeteria. *	X			- Annual training provided to teachers and food service staff to coordinate school nutrition with classroom activities/lessons	- Curriculum, lesson plans, etc.
<b>Nutrition Promotion</b>					
9. Nutrition promotion using evidence-based techniques, creating food environments that encourage healthy nutrition choices and participation in school meal programs using a comprehensive and multi-channel approach by school staff, teachers, parents/legal guardians, students, and the community. (NS-5, NS-8, NS-9)		X		- Training provided annually to the school community to use principles of marketing and promotion to increase school meal participation	- Training agenda - Menus with nutrition promotion components - HG district report
9a. All schools in the district are Team Nutrition (TN) Schools. *	X			- All schools are enrolled on TN website	- List of TN schools on USDA's website
9b. TN resources are used to promote nutrition throughout the district. *	X			- TN Liaison designated at each school to promote resources	- USDA's Order Forms - Pictures of TN resources at schools - TN resources included in lesson plans

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10. Promote healthy food and beverage choices and participation in school meal programs through use of marketing and merchandising and through adherence to 100% of foods and beverages promoted to students meeting the USDA Smart Snacks in School nutrition standards. (NS-5, SS-3)	X			- Principles of marketing and merchandising used to promote 100 percent compliance with Smart Snacks standards	- Menus/signage (pictures of schools) - Social Media - District's and schools' websites - HG district report
<b>Physical Activity</b>					
11. Schools promote and ensure varied physical activity opportunities such as before, during, and after school; staff involvement; and family and community engagement, that are in addition to, and not a substitute for, quality physical education. (PO-8, PA-4, PA-3, PA-2)		X		- Schools partnered with YMCA and Boys & Girls Clubs to provide afterschool PA - District promoted schools' participation in Walk to/at School events - Before/after school walking club at some schools	- School websites, social media, flyers regarding before and/or afterschool PA - Walk to/at School events - School schedules that include PA breaks or communication from principal - HG district report
12. Physical activity during the school day (including but not limited to recess, classroom physical activity breaks, or physical education) will not be withheld as punishment for any reason. (PA-6, PA-7 ES)		X		- District and school leadership regularly communicate this to staff via handbooks, emails, staff meetings - Challenge: not consistently implemented	- Staff/student/parent handbooks or websites clearly state the school prohibits withholding PA (including recess) & PE as punishment - HG district report
<b>Physical Education</b>					
13. District will provide students with physical education using an age-appropriate, sequential PE curriculum consistent with national and state standards for PE. (HPE-3)	X			- PE teachers receive training and are monitored for implementation of the SC Academic Standards for Physical Education and the SC PE Curriculum Guides	- Written physical education curriculum - Goals, objectives, and expected outcomes or a chart with scope and sequence for instruction - HG district report
13a. Fitness testing of students occurs, at a minimum, in grades 2 (height & weight only), 5, 8, and in high school PE course required for graduation. Individual student fitness reports are shared with parents/caregivers. * Per SC Students Health and Fitness Act of 2005	X			- District participates in the state FitnessGram Project	- School FitnessGram reports - Examples of parent FitnessGram reports distributed
13b. Student fitness data is used by the district and schools for instruction planning, fitness equipment, and professional development. *		X		- All PE teachers receive professional development annually that includes use of fitness data	- Training agendas - Meeting summaries demonstrating use of fitness data for planning and programming
14. All students will be provided equal opportunity to participate in physical education classes. Appropriate accommodations allow for equitable participation for all students and physical education classes and equipment are adapted as necessary.	X			- Support services and PE staff receive training and information regarding appropriate practices to include students with special needs during physical education instruction	- PE lesson plans and/or IEPs with appropriate class and equipment accommodations allowing for equitable participation for all students - Evidence of PE teachers' inclusion in the IEP process
<b>Update/Inform the Public</b>					
15. Annually, the public is notified about the content and implementation of the wellness policy and any updates to the policy. The name and contact information of the designated officer is publicized with information on how the public can become involved with the wellness committee or obtain additional information on the wellness policy. (PO-3)	X			- LWP Annual Progress Reports available to the public	-HG district report -District's website -District's social media

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15a. The name and contact information of the designated officer is publicized.		X		- Designated officer's contact information will be published	- Contact included in LWP - Contact listed on district website
15b. Information is shared on how the public can become involved with the wellness committee or obtain additional information on the wellness policy.		X		- Outreach information distributed to the public inviting them to participate	- Social media/district website of announcements to the public - Letters of invitation
16. Every three years, the district develops a report that meets the following requirements: ** (PO-3)	X				- HG district report
16a. All schools' compliance with the district wellness policy.	X			- District requires schools to report compliance - School wellness champions complete Alliance for a Healthier Generation assessment	- HG district report
16b. How the district policy compares with state and/or federal model wellness policies.	X			- CSHAC completed SCDE LWP Checklist	- Completed SCDE LWP Checklist
16c. A description of progress towards attaining wellness policy goals.	X			- CSHAC & district wellness leader compiled SCDE LWP Annual Progress Reports and worked with schools to complete SCDE LWP Triennial Assessment Report	- Completed SCDE LWP Triennial Assessment Report
16d. This report is made available to the public.		X		- Completed SCDE LWP Triennial Assessment Report will be made available to the public via the district website/parent newsletter	- District website - Parent newsletter
17. Records will be maintained to document compliance with the requirements of the wellness policy including items 1, 2, 3, 15, and 16 above.	X			- A system has been developed to keep compliance documents on file by the district office	- Hard copies of compliance documents and online folders
<b>Other School Based Strategies for Wellness</b>					
18. SFAs must include, at a minimum, one goal for Other School-Based Strategies for Wellness in the LWP. SFAs must explore the use of evidenced based strategies when identifying goals. (List and report below)	X			- School Improvement Councils, along with School Wellness Leads, reviewed their own HG Healthy Schools Program assessment results to prioritize goals	- HG district report
<b>Optional Goals- School Meals</b>					
19. Schools will not use foods or beverages as rewards for academic performance or good behavior. Additionally, schools will not withhold foods or beverages for punishment. Teachers are provided with a list of alternative ideas for behavior management. (NS-10)		X		- Some schools are following this. - CSHAC will remind principals at next meeting to then share with teachers/staff - Challenge: holding everyone accountable	- HG district report - Page number referenced in student handbook
19a. Schools will not withhold foods or beverages for punishment. *	X			- Not an issue in our district	- HG district report - Page number referenced in student handbook
19b. Teachers are provided with a list of alternative ideas for behavior management. *			X	- CSHAC will review HG resources and share with teachers during next school year's convocation and send via email throughout the year	- List of alternative ideas provided

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<b>Optional Goals- Water</b>					
20. Free, safe, unflavored, drinking water available throughout the school day, throughout every school campus.	X			- Each school has water fountains that students are allowed to use throughout the school day - Most schools allow students to carry around water bottles to be filled	- Inventory of water fountains at each school
<b>Optional Goals- Staff Wellness</b>					
21. Schools will offer staff wellness programs such as weight management, health assessments. (EW-1, EW-2, EW-3)	X			- District-wide free health-screenings for all teachers -Some schools have staff wellness programs like group yoga and walking clubs	- HG district report - Flyer of district health-screening for staff
<b>Optional Goals- Community Involvement</b>					
22. School will allow community members access to the district's outdoor physical activity facilities before and after school. (PA-8)		X		- All elementary schools allow community use of their playgrounds - Middle school allows community use of their track	- HG district report - District-wide inventory of open community use facilities
22a. District has adopted the SC School Boards Association's model Open Community Use of School Recreational Areas (KFA) policy. *	X			- After concerns regarding liability were alleviated, the district passed the open community use (KFA) policy - Administrators recognized the importance of providing community members with safe places to be active	- District's Open Community Use of School Recreational Areas (KFA) adopted September 20, 2017
23. School partners with local community organizations, businesses, or local hospitals to engage students and their families in health promotion activities. (PO-9)		X		- Elementary schools work with local hardware stores to help build and maintain school gardens	- HG district report - Photos of gardens being built with hardware and school staff and students
<b>Other Optional</b>					
Food service offers healthy snacks for parents to purchase for classroom parties. (Example from Lexington One School District)		X		- Outreach materials are being developed to let parents know that they can purchase healthy snacks from the cafeteria for classroom parties - CSHAC will work with school PTA/SIC committees to promote	- Monitored via orders received
Secure additional grant funding/donations to promote and expand wellness initiatives in schools. (Example from Cherokee County School District)	X			- Grants written and awarded thanks to the team effort of the CSHAC members and the support of administration	- Award agreements
Incorporate youth empowerment and leadership into building a culture of health in schools and in the community. (Example from Cherokee County School District)	X			- FIT2gether wellness initiative developed and sustained	- FIT2gether data - Media
<b>Success/Updates from the Past Three Years: – Example from Cherokee County School District</b>					
FIT2gether is a student-driven initiative designed to catalyze a culture of health through empowerment and collective action. FIT2gether has three components that each focus on a different population- FIT2Learn (students), FIT2Serve (staff), and FIT2Prosper (community). With student-led teams at each school in the district, young people will identify barriers to health and well-being and design solutions to make healthier school environments and communities for all.					
FIT2getherCCSD is on Facebook, Instagram, and Twitter. We recently had a local news highlight one component of our FIT2Serve program and a tease about our FIT2Learn program: <a href="https://www.wspa.com/news/charokee-county-school-district-students-create-program-to-promote-healthy-living/1842440804">https://www.wspa.com/news/charokee-county-school-district-students-create-program-to-promote-healthy-living/1842440804</a>					
Partnerships with ESM-Cherokee County, MUSC Telehealth, MUSC BCCW, Alliance for a Healthier Generation, local gyms, Chamber of Commerce, and many more help support and promote student and staff efforts.					

## SCDE District Wellness Policy Triennial Assessment Report - Additional Information You Should Know

School districts are encouraged to use the following tools and resources to assist with completing the SCDE District Wellness Policy Triennial Assessment Report:

- LWP STAT Webinar Series Three – Getting Ready for the Triennial Assessment: <link coming soon – will be located at <https://ed.sc.gov/districts-schools/nutrition/wellness-and-food-safety/wellness-and-food-safety/local-wellness-policies/>
- Compilation of your district's completed SCDE District Wellness Policy Annual Progress Reports: <https://ed.sc.gov/districts-schools/nutrition/wellness-and-food-safety/wellness-and-food-safety/local-wellness-policies/local-wellness-policy-assessment-tool/>
- Compilation of your district's Alliance for a Healthier Generation Healthy Schools Program District Reports: <https://www.healthiergeneration.org/>

**\*Best Practices for implementing policy components**

**\*\* More information addressing item 16 of the SCDE District Wellness Policy Triennial Assessment Report**

### Tools You Can Use to Meet USDA Triennial Assessment Reporting Requirements:

16 a. Schools' Compliance with the District Wellness Policy -

Full completion of the SCDE District Wellness Policy Triennial Assessment Report

16 b. How the District's Policy Compares with State and/or Federal Model Wellness Policies -

Full Completion of the SCDE Local Wellness Policy Checklist: <link coming soon – will be located at <https://ed.sc.gov/districts-schools/nutrition/wellness-and-food-safety/wellness-and-food-safety/local-wellness-policies/>

16 c. Description of Progress towards Attaining Wellness Policy Goals -

Full completion of the SCDE District Wellness Policy Triennial Assessment Report

## **USDA's Local Wellness Policy Triennial Assessment Questions & Answers:**

### **How often must LEAs conduct assessments of schools' compliance with the local school wellness policy?**

At a minimum, assessments must be conducted once every three years as described in 7 CFR 210.31(e); this is referred to as the triennial assessment. This assessment is separate from the Administrative Review conducted by the State agency. The local school wellness policy must be updated and in compliance with the final rule by June 30, 2017. Therefore, the first triennial assessment must be completed by June 30, 2020.

### **Who is responsible for conducting the assessments?**

LEAs must designate at least one LEA or school official(s) as responsible for determining the extent to which each school under their jurisdiction is in compliance with their wellness policies (7 CFR 210.31(e)(1)).

In addition to the official(s) identified, other stakeholders must be permitted to be involved in the review process as described in 7 CFR 210.31(d)(1). However, LEAs have discretion in how they implement this requirement since each LEA is best suited to determine the distinctive needs of the community it serves. LEAs are also encouraged to identify a wellness champion at each school that would assist with the implementation and monitoring of the policy at the school level.

### **What must be included in the triennial assessment?**

The LEA must develop a triennial assessment report that describes the extent to which its schools comply with the local school wellness policy, the extent to which the local policy aligns with model policies, and a description of progress towards attaining policy goals as described in 7 CFR 210.31(e)(2). There is local discretion on the format of the report. This report must be made available to the public (7 CFR 210.31(d)(3)).

### **What tools should LEAs use to assess implementation and compliance with the local school wellness policy?**

The LEA has the flexibility to develop tools that will assess compliance with the specific components of their local school wellness policy. Some State agencies and partner organizations have developed tools that LEAs can adapt to meet their needs. Example tools can be found at the "School Nutrition Environment and Wellness Resources" website at <https://healthymeals.fns.usda.gov/local-wellness-policy-resources/local-school-wellnesspolicy-process/assessment-needs-assessment>. In addition, the LEA must document when and how they evaluated their policy. For example, an agenda or attendance sheet could be used as documentation that the local school wellness policy was evaluated at a stakeholder meeting.

### **How often does the LEA have to update the policy?**

USDA does not specify the frequency of updates to the local school wellness policy, as the need to update will vary based on the content and structure of the policy. However, it is recommended that the policy is updated, at a minimum, after conducting the triennial assessments (7 CFR 210.31(e)(3)). LEAs are also required to annually notify the public about the content of the local school wellness policy and any updates to the policy as stated in 7 CFR 210.31(d)(2).

### **How should LEAs compare their policies to model policies?**

The responsibility for developing a local school wellness policy was placed at the LEA level so that each LEA has the flexibility to customize their own policy based on their own unique circumstances. However, at a minimum, LEAs must compare their policy against model policies during the triennial assessment (7 CFR 210.31(e)(2)(ii)). The Alliance for a Healthier Generation, in conjunction with USDA, developed a model local school wellness policy template that may be used for this comparison: [https://www.healthiergeneration.org/\\_asset/wtqdwu/14-6372\\_ModelWellnessPolicy.doc](https://www.healthiergeneration.org/_asset/wtqdwu/14-6372_ModelWellnessPolicy.doc).

### **Does the LEA need to do a triennial assessment of all the schools under its jurisdiction, or does each school do its own triennial assessment and report back to the LEA?**

The LEA is responsible for ensuring that a triennial assessment of all the schools under its jurisdiction has been conducted. The LEA may conduct the triennial assessment on behalf of each participating school under its jurisdiction or may allow each school to conduct its own assessment.