

District Wellness Policy Triennial Assessment Report 2020

School District: York School District One

Wellness Contact Name & E-mail: Elissa Cox, ECox@york.k12.sc.us

| 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 |
|--|-------------------------------------|-------------------------------------|--------------------------|--|---|
| District Wellness Committee/Coordinated District Health Advisory Council | | | | | |
| Policy Leadership | | | | | |
| 1. The designated officer for ensuring district compliance with the wellness policy and oversight is identified. (PO-3) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -Superintendent appointed a wellness leader (WL) | -Contact position identified in LWP, designated leader's name and contact information on LEP and District website, |
| 1a. Each school has a designated wellness leader. * | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | -Principals are the appointed wellness leader at this time | -goal to designate a leader at each location |
| 1b. Each school wellness leader monitors implementation of the wellness policy and reports compliance to the district wellness leader. * | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -WL submits school level assessment to WL committee leader and committee | -Elissa Cox and Latisha Holt received assessments |
| Public Involvement | | | | | |
| 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. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -Meeting date for wellness committee established and distributed to wellness committee | -Wellness meeting correspondence via email. Committee agenda and notes for meeting April 28, 2021. |
| 3. To the extent possible, committee includes representatives of: (PO-3) <ul style="list-style-type: none"> • Parents/Legal Guardians • Students • District Nutrition Services • Physical Education Teachers • School Health Professionals • Local School Board • School Administrators • General Public/Community Members | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | -Recommended representatives invited to serve on the committee -Difficulty engaging community members to attend | -Committee meeting power point -Committee meeting roster -Committee meeting conducted via Teams -Email invites sent to Committee members |
| Food and Beverage Availability | | | | | |

| School Meals | | | | | |
|---|--------------------------|--------------------------|--------------------------|---|--|
| 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) | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | -District and school leadership publically support compliance | <ul style="list-style-type: none"> - School lunch schedules -Lunch schedules located in student handbook -School Website -Posted lunch schedules |
| Foods Sold Outside of School Meals Program (Competitive Foods and Beverages) | | | | | |
| 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) | <input type="checkbox"/> | ✓ | <input type="checkbox"/> | -District Leadership annually communicates to Principals and staff the USDA Smart Snacks Standards. | <ul style="list-style-type: none"> -List of School Fundraisers located at the district office. -Written communication of Fundraiser standards |

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| 5a. The following venues currently comply with Smart Snacks requirements during the school day: <ul style="list-style-type: none"> • School Stores • Vending Machines • Concessions | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | -District promotes USDA policy and monitors for compliance | -Vending contracts with smart snacks approved items. -School stores not implemented in Schools -Written communication through Wellness meeting |
| 5b. Although the State allows exempt fundraisers, the district does not allow exempt fundraisers. * | <input type="checkbox"/> | ✓ | <input type="checkbox"/> | -District focuses and approves fundraisers. -Outside fundraisers through PTO | -District and School website/handbook -Fundraiser policy |
| 6. Standards established for foods provided but not sold (e.g., class parties, class snacks), during the school day on school campuses. (SS-4) | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | -Standards established in Wellness policy | - Standards established in Wellness policy. |
| Food and Beverage Marketing | | | | | |
| 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) | <input type="checkbox"/> | ✓ | <input type="checkbox"/> | -Existing contracts in place, education related to compliance advertising. Athletics -Continue to educate school community of USDA requirements of food and beverage marketing. | -Fundraisers |
| District Goals for Health & Wellness | | | | | |
| Nutrition Education | | | | | |
| 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) | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | -Nutrition education embedded into the curriculum in health and PE classes. -Food and Nutrition department assists with nutrition education. | - Curriculum guide - Lesson Plans - Nutrition education with Discovery Kitchen - Nutrition facts via Nutrislice |

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| 8a. Nutrition education is integrated across the curriculum. * | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Nutrition education embedded into the curriculum in health and PE classes. | -Curriculum guide - Lesson Plans |
| 8b. Nutrition education in linked with the school food environment/cafeteria. * | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -Food and Nutrition department assists with nutrition education. | - Nutrition education with Discovery Kitchen - Nutrition facts via Nutrislice |
| Nutrition Promotion | | | | | |
| 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) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -Communication to the schools to promote nutrition education and promoting increase in meal participation. | - Nutrition education with Discovery Kitchen - Nutrition facts via Nutrislice |
| 9a. All schools in the district are Team Nutrition (TN) Schools. * | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | -no schools currently TN schools | |
| 9b. TN resources are used to promote nutrition throughout the district. * | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | -no schools currently TN schools | -Myplate used within the cafeteria for nutrition education |

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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) | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | -Ensure 100% food and beverages promoted are smart snack approved. | - Menus/ signage within schools -Nutrislice -Wellness policy -District Website (Food Service) |
| Physical Activity | | | | | |
| 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) | <input type="checkbox"/> | ✓ | <input type="checkbox"/> | -5 Schools partner with Boys and Girls Club for afterschool physical activity. -Schools promote PA, walk to school day, walk and read. -Morning dancing time at some elementary schools | -Afterschool Physical Activity advertised on Social media, flyer, school website. -Promoting Walk to School Day -Recess for students |
| 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) | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | -Communication via handbook and district policy. | -Staff/student/parent handbook and district policy to prohibit withholding physical activity. |
| Physical Education | | | | | |
| 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) | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | -PE teacher's certification and training for implementation of Standards for Physical Education and the SC curriculum guidelines. | -Master schedules -State standards -Student fitness reports |
| 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. * <i>Per SC Students Health and Fitness Act of 2005</i> | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | Physical Education curriculum | -Student fitness reports |
| 13b. Student fitness data is used by the district and schools for instruction planning, fitness equipment, and professional development. * | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | Professional development provided for PE staff annually. | -Professional development meeting documentation |

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|--|-------------------------------------|--------------------------|--------------------------|--|---|
| <p>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.</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p>-SPED students mainstream to regular physical education during activity periods. Professional development provided for PE staff annually to include best practices for students with special needs.</p> | <p>-Lesson plans -IEP's with student accommodations</p> |
| Update/Inform the Public | | | | | |
| <p>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)</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p>-Local Wellness Policy Progress Report is available to the public.</p> | <p>-District website (Food Service)</p> |

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| 15a. The name and contact information of the designated officer is publicized. | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | -Designated Wellness leader contact information is published | -Contact included 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. | <input type="checkbox"/> | ✓ | <input type="checkbox"/> | -Outreach to local community via email. | -email invitations to community |
| 16. Every three years, the district develops a report that meets the following requirements: ** (PO-3) | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | -LW Assessment | -LW Assessment -Triennial Assessment Report |
| 16a. All schools' compliance with the district wellness policy. | <input type="checkbox"/> | ✓ | <input type="checkbox"/> | -District requires schools to report compliance of the wellness policy through LW assessment | -LW Assessment report/ triennial assessment |
| 16b. How the district policy compares with state and/or federal model wellness policies. | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | -District will report the Triennial Assessment Report | -District website |
| 16c. A description of progress towards attaining wellness policy goals. | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | -District will report the Triennial Assessment Report | -District website |
| 16d. This report is made available to the public. | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | -District will report the Triennial Assessment Report | -District website |
| 17. Records will be maintained to document compliance with the requirements of the wellness policy including items 1, 2, 3, 15, and 16 above. | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | -Records kept | -Current records on district website, LWP, CSHAC meeting, wellness leader. |
| Other School Based Strategies for Wellness | | | | | |
| 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) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -Wellness committee reviews assessment results to set goals | -LW Assessment report/ triennial assessment |
| Optional Goals- School Meals | | | | | |
| 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) | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | -LWP | -Communication via parent/ student/ teacher handbook. |
| 19a. Schools will not withhold foods or beverages for punishment. * | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | -LWP | -Communication via parent/ student/ teacher handbook. -Policy located on district website |
| 19b. Teachers are provided with a list of alternative ideas for behavior management. * | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

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| Optional Goals- Water | | | | | |
| 20. Free, safe, unflavored, drinking water available throughout the school day, throughout every school campus. | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | -LWP | -water fountains, water dispensers, bottle water (emergency purposes) available |
| Optional Goals- Staff Wellness | | | | | |
| 21. Schools will offer staff wellness programs such as weight management, health assessments. (EW-1, EW-2, EW-3) | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | -District Health Screenings for all staff. -Some schools participate in staff wellness programs | -Shrinkos -Biggest Loser |
| Optional Goals- Community Involvement | | | | | |
| 22. School will allow community members access to the district's outdoor physical activity facilities before and after school. (PA-8) | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | -Playgrounds available to the community. -Community members use driveways, walkway as a walk way track. | |
| 22a. District has adopted the SC School Boards Association's model Open Community Use of School Recreational Areas (KFA) policy. * | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 23. School partners with local community organizations, businesses, or local hospitals to engage students and their families in health promotion activities. (PO-9) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Other Optional Goals | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

Success/Updates from the Past Three Years: –

Continued progress towards 100% compliance. Consistant CSHAC meeting with more community involvement. Increase in nutrition education with the assistance of Discovery Kitchens.

Updating water fountains to water dispensers for easier access of water to fill bottle waters.

Increase awareness and compliance of Smart Snacks and Fundraisers.

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 -

Completion of the SCDE LWP 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.

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.