

# Triennial Assessment Report: 2024-2025 Triennial Assessment (1/2025)

## District: LONDON ISD

### Strong Policies and Aligned Practices


The London Independent School District is fully in compliance with federal requirements that regulate school meals, competitive foods, and foods or beverages sold or marketed on the school campuses during the school day. The district also assures compliance regarding fundraisers that sell foods or beverages during the school day. The district participates in the USDA School Breakfast and Lunch Program, and all foods sold or served to students during the school day meet USDA Smart Snacks nutrition standards. The district assures that students have at least 20 minutes to eat breakfast and at least 20 minutes to eat lunch. Free drinking water is easily accessible to students throughout the school day. The district takes steps to protect the privacy of students who qualify for free or reduced-price meals. Staff in the district’s Food Services department meet or exceed the annual continuing education/training hours required by the USDA’s Professional Standards requirements. The district assures that high school students receive sequential and comprehensive nutrition education. The district has implemented a written physical education curriculum that is aligned with national and/or state standards. The district’s physical education program promotes a physically active lifestyle. Our district is in compliance with the state’s standards in regards to the number of minutes per week of PE for each grade in elementary school. In addition, all grades in our elementary campus receive daily recess. In addition, the Superintendent is the official responsible for overall implementation of the wellness policy and development and implementation of the wellness plan. The principals are responsible for the implementation and compliance with the wellness policy and plan at the building level for their campuses. The district’s SHAC reviews and updates the wellness plan annually. The district’s SHAC also performs triennial assessments of the wellness policy. The wellness policy, wellness plan, annual assessment of the wellness plan, and the triennial assessment of the wellness policy are all included on the district’s website.

		Policy Score	Practice Score	
<b>FR2</b>	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	★
<b>FR3</b>	Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?	2	2	★
<b>FR4</b>	Is free (i.e., no cost to students) drinking water available to students during meals?	2	2	★


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<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?	2	2	☆
<b>FR6</b>	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	☆
<b>FR7</b>	Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?	2	2	☆
<b>FR8</b>	Do all foods and beverages sold in vending machines meet Smart Snack standards?	2	2	☆
<b>FR9</b>	Do all foods and beverages sold in school stores during the school day meet Smart Snack standards?	2	2	☆
<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	2	☆
<b>FR12</b>	Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?	2	2	☆
<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	2	☆
<b>FR15</b>	How is the wellness policy made available to the public?	2	2	☆
<b>FR16</b>	Is wellness policy implementation evaluated every three years?	2	2	☆
<b>FR17</b>	What is included in the triennial assessment report to the public?	2	2	☆
<b>NES1</b>	Does the district offer breakfast every day to all students?	2	2	☆

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<b>NES4</b>	Does your school use strategies to maximize participation in the school breakfast program and/or school lunch program?	2	2	☆
<b>NES5</b>	Are marketing strategies used to promote healthy food and beverage choices in school?	2	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?	2	2	☆
<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?	2	2	☆
<b>NES14</b>	Do students have consistent and easy access to free drinking water throughout the school day?	2	2	☆
<b>NE4</b>	Do all high school students receive sequential and comprehensive nutrition education?	2	2	☆
<b>PEPA1</b>	 Does the district have a written physical education curriculum that is implemented consistently for every grade?	2	2	☆
<b>PEPA2</b>	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	2	2	☆
<b>PEPA3</b>	How does your physical education program promote a physically active lifestyle?	2	2	☆
<b>PEPA4</b>	How many minutes per week of PE does each grade in elementary school receive?	2	2	☆
<b>PEPA13</b>	Is there daily recess for all grades in elementary school?	2	2	☆

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<b>IC1</b>	Is there an active district-level wellness committee?	<b>2</b>	<b>2</b>	
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**Create Practice Implementation Plan**

The London Independent School District will create practice implementation plans to ensure full compliance with all elements of the wellness policy whenever possible. The district will ensure that nutrition education continues to improve on all campuses in physical education and health classrooms in order to promote student wellness. The district will also work to increase the amount of nutrition education that occurs in other areas beyond the physical education and health classrooms. Nutrition facts provided by the Food Services Department will be given to students during daily announcements on each campus. The district will continue to support employee wellness through the utilization of the Teacher Retirement of Texas Health resource hub. District employees will continue to model healthy eating habits and physical activity behaviors in front of students. The district-level SHAC will actively recruit individuals from the different groups that are outlined in the current wellness policy to provide updates and information regarding progress. After the completion of the triennial assessment of the wellness policy, the SHAC will update the policy if needed.





		<b>Policy Score</b>	<b>Practice Score</b>	
<b>FR1</b>	Does the district have specific goals for nutrition education designed to promote student wellness?	<b>2</b>	<b>1</b>	
<b>FR13</b>	Which groups are represented on the district-level wellness committee?	<b>2</b>	<b>1</b>	
<b>FR18</b>	Has the wellness policy been revised based on the previous triennial assessment?	<b>2</b>	<b>0</b>	
<b>NE2</b>	Do all elementary school students receive sequential and comprehensive nutrition education?	<b>2</b>	<b>0</b>	
<b>NE3</b>	Do all middle school students receive sequential and comprehensive nutrition education?	<b>2</b>	<b>0</b>	
<b>NE5</b>	Is nutrition education integrated into other subjects beyond health education?	<b>2</b>	<b>1</b>	
<b>EW1</b>	 Are there strategies used by the school to support employee wellness?	<b>2</b>	<b>1</b>	

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<b>EW2</b>	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	<b>1</b>	<b>0</b>	
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**Update Policies**

The London Independent School District will update the wellness policy to include all federally required items and other practices that are being implemented, but are not included in the current wellness policy. Current practices are in place in regards to providing information to families about eligibility for free or reduced-price meals and feeding students with unpaid meal balances without stigmatizing them. The policy language may be revised for these practices to ensure that these efforts continue to be followed. While efforts are being made to procure locally produced foods for school meals, policy language may be changed to reflect the current practice. The Food Services Department will continue to reinforce nutrition education through fun facts provided during local announcements. The policy language may be adapted to reflect this goal and objective that is outlined in the district’s wellness plan as needed. While education about agriculture and the food system are currently embedded in the curriculum in various grade levels, the policy language may be changed to reflect the current practice. In regards to physical education, the current minutes per week of PE for each grade level in middle school will continue to follow the guidelines as outlined in the London ISD board policy. Currently all physical education classes are taught by state certified teachers that are endorsed to teach physical education, and the policy language may be updated to enforce this practice. While fewer than 5% of students have exemptions (not including medical) or substitutions for physical education classes, policy language will follow the London ISD board policy guidelines. The district may also update the written policy to include how “joint-use” agreements have been made with community partners to enhance physical activity opportunities for students and community members.

		<b>Policy Score</b>	<b>Practice Score</b>	
<b>NES2</b>	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	<b>1</b>	<b>2</b>	
<b>NES3</b>	Does your school or district provide information to families about eligibility for free or reduced-price meals?	<b>0</b>	<b>2</b>	
<b>NES7</b>	 In your district, is it a priority to procure locally produced foods for school meals?	<b>0</b>	<b>2</b>	

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<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?	<b>1</b>	<b>2</b>	
<b>NE7</b>	 Does nutrition education address agriculture and the food system?	<b>0</b>	<b>2</b>	
<b>PEPA5</b>	How many minutes per week of PE does each grade in middle school receive?	<b>1</b>	<b>2</b>	
<b>PEPA7</b>	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	<b>1</b>	<b>2</b>	
<b>PEPA9</b>	What percentage of students do you estimate do not take PE each year due to exemptions?	<b>0</b>	<b>2</b>	
<b>PEPA10</b>	What percentage of students do you estimate do not take PE each year due to substitutions?	<b>0</b>	<b>2</b>	
<b>PEPA15</b>	Does the district have "joint-use" or "shared-use" agreements?	<b>0</b>	<b>2</b>	







**Opportunities for Growth**

The London Independent School District has identified areas in the wellness policy where the district has not addressed a topic in the policy or practice, or has only addressed the topic in a limited way. The language in the wellness policy that regulates food and beverages served at class parties and other school celebrations in elementary schools is less restrictive than federal regulations as TDA guidelines allow a parent or grandparent to provide a food product of his or her choice at a school function. In addition, the district will follow Texas state laws adopted by the TDA, which allows an exemption to the Smart Snacks requirement for school-sponsored fundraisers for up to six days per year per campus. The district will also continue to sell foods or beverages containing caffeine sold at school at the high school level as allowed by TDA. In regards to all foods or beverages served or sold to students after the school day on school grounds, the district follows the current federal guidelines and will continue to do so. The policy will be reviewed in regards to school staff giving students foods as a reward to ensure compliance with federal and state guidelines. Policy language may be adapted by the district to reflect more specific methods used in nutrition education, and the nutrition education goals and objectives in the wellness plan will continue to reinforce the policy language. The current minutes per week of PE for each grade level in the high school will continue to follow the guidelines as outlined in London ISD board policy. In regards to physical education language in the
















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wellness policy, the district will review current state and federal guidelines regarding annual professional development for PE teachers, and the district will make revisions as recommended. This review and potential revision will also be done in regards to the use of physical activity breaks for students in the classroom, as well for physical activity use as a reward, punishment, or classroom management tool. Now that the district has bike paths for students to safely bike to/from school, the district will determine if the wellness policy should include language addressing this topic. While the district's practice, as outlined in the wellness plan, is to promote physical activity for students, family, staff, and community members, guidelines will be reviewed to determine if policy language should include opportunities for this to occur at school outside of the school day. As the district continues to grow, it may be beneficial to create school-level wellness committees that work with the SHAC to to make sure that the district's school health programs reflect local community values.

		<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?	<b>0</b>	<b>0</b>	
<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?	<b>1</b>	<b>1</b>	
<b>NES10</b>	Are foods or beverages containing caffeine sold at the high school level?	<b>0</b>	<b>0</b>	
<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)?	<b>0</b>	<b>1</b>	
<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)?	<b>0</b>	<b>1</b>	
<b>NES13</b>	Do teachers or school staff give students food as a reward?	<b>0</b>	<b>1</b>	

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<b>NE1</b>	Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?	<b>1</b>	<b>1</b>	
<b>PEPA6</b>	How many minutes per week of PE does each grade in high school receive?	<b>1</b>	<b>1</b>	
<b>PEPA8</b>	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	<b>0</b>	<b>1</b>	
<b>PEPA11</b>	 Are there opportunities for families and community members to engage in physical activity at school?	<b>1</b>	<b>1</b>	
<b>PEPA12</b>	 Are there opportunities for all students to engage in physical activity before and after school?	<b>0</b>	<b>1</b>	
<b>PEPA14</b>	 Do teachers provide regular physical activity breaks for students in the classroom?	<b>1</b>	<b>1</b>	
<b>PEPA16</b>	What proportion of students walk or bike to school?	<b>0</b>	<b>1</b>	
<b>PEPA17</b>	 Are teachers encouraged to use physical activity as a reward for students?	<b>0</b>	<b>1</b>	
<b>PEPA18</b>	Do teachers ever use physical activity as a punishment?	<b>0</b>	<b>1</b>	
<b>PEPA19</b>	Do teachers ever withhold physical activity as a classroom management tool?	<b>0</b>	<b>1</b>	
<b>IC2</b>	Is there an active school-level wellness committee?	<b>0</b>	<b>0</b>	

**Key**

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## District: LONDON ISD



**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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