

District Wellness Policy Triennial Assessment Report 2021 (2020)

School District: Cherokee County 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
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)				Superintendent appointed wellness officer. Wellness coordinator identified.	Contact information included in LWP.
1a. Each school has a designated wellness leader. *				Principal appointed or leader volunteered.	Updated list on file. School Wellness Coordinators included in LWP. Meeting minutes on file.
1b. Each school wellness leader monitors implementation of the wellness policy and reports compliance to the district wellness leader. *				School Wellness Coordinator and student team complete AHG Assessment, available to WL online. Challenges: COVID, restrictions	AHG school and district reports
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.				Committee contacted and service requested, schedule set, public input requested through media outlets and social media.	Committee meeting schedules, email correspondence, agendas, minutes, media outlet publications, social media posts
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 				Challenges- working virtually last year and updating wellness policy with enough authentic student voice since COVID prevented FIT2gether student Change Agents (K-12) from meeting Supports- postponing wellness policy update to next year (2021-22) to include more student voice	Listed roles of 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)				Scheduling adjustments	School schedules, teacher interviews, students interviews
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)				Standards communicated and consulting providing frequently throughout year. All official "school stores" are compliant.	School visits, educational support for school stores, AHG assessment, district website

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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 				Frequent communication to administrators, education support; School stores and vending machines available to students are compliant; concessions are not sold during the school day.	School visits, meeting minutes, vending contracts
5b. Although the State allows exempt fundraisers, the district does not allow exempt fundraisers. *				District suggests not using exemption, provides options for alternatives. Challenge- school admin. & assoc. businesses do not support	Exemption documentation, school visits
6. Standards established for foods provided but not sold (e.g., class parties, class snacks), during the school day on school campuses. (SS-4)				District recommends established standards. Challenge- school admin. & parental support; COVID regulations helped	School handbooks, school visits, standards listed in LWP, AHG assessment
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)				School evaluations, suggestions to administrators. Challenge- middle and high school athletics marketing with local businesses	School visits, AHG assessment
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)				District offers instruction, activities & professional development as requested by teachers/admin; Shared lessons within grade levels	PD schedule, lesson plans, curriculum guides, AGH assessment
8a. Nutrition education is integrated across the curriculum. *				District offers instruction, activities & professional development as requested by teachers/admin; Shared lessons within grade levels	PD schedule, lesson plans, curriculum guides
8b. Nutrition education in linked with the school food environment/cafeteria. *				Cafeterias support nutrition education, annual training provided by FS, coordinates with classroom nutrition lessons	FS training, lesson plans, cafeteria visits
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)				FS conducts taste tests and works with FIT2gether student Change Agents to create new menus. Cafeterias are mostly vibrant with educational materials posted.	FS Training Schedule, School visits, AHG assessment
9a. All schools in the district are Team Nutrition (TN) Schools. *				3 schools officially registered	https://www.fns.usda.gov/tn/schools/
9b. TN resources are used to promote nutrition throughout the district. *				FS uses Team Nutrition resources in each school. Nutrition promotion suggestions/resources included in LWP	School visits, USDA Order Forms

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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)				School meals promoted daily and seasonally on social media, cafeterias promote school meal programs	School visits, included in LWP, AHG assessment
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)				Supports for before school PA, "Brain Boosts" during class, integrated kinesthetic learning, PD, included strategies in LWP, Walking/Running Clubs, Boys&Girls Club/YMCA partnerships	Classroom visits, school visits, co-teaching, professional development, sharing success stories from teachers and students, AHG assessment, social media posts, special wellness events
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)				Multiple group/1:1 coaching, sharing effective teaching strategies/success stories: Challenge- lack of teacher buy-in/administrator support	School visits, AHG assessment, approved board policy in LWP
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)				PE teachers participate in annual training, curriculum and standards Challenge- Alternative school does not have a PE teacher.	PE lesson plans, training schedules, school visits, AHG assessment
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>				FitnessGram support, data analysis, PE planning/individualized goals Challenges- technological reliability of FitnessGram	FitnessGram reports, guardian letters, qualitative data from PE teachers
13b. Student fitness data is used by the district and schools for instruction planning, fitness equipment, and professional development. *				Professional development with PE teachers, individual student plans	PD schedule, qualitative data from PE teachers
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.				Adaptive PE, individualized accommodations planned with PE teachers, supports with equipment where necessary	School visits, documentation, support procedures with adaptive PE teacher, IEP documentation and processes
Update/Inform the Public					
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)				Yearly notification of wellness policy, reports available, local media outreach/notification, support provided to parents/guardians	AHG assessment and report, local media, social media, district news on website

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15a. The name and contact information of the designated officer is publicized.				Contact information posted/available.	District website, LWP, F2G social media
15b. Information is shared on how the public can become involved with the wellness committee or obtain additional information on the wellness policy.				Local media outreach, social media, support with individualized issues, partnerships with local nonprofits and public health organizations	Social media, email invitations, meeting minutes from partner organizations
16. Every three years, the district develops a report that meets the following requirements: ** (PO-3)				Triennial Assessment Report	AGH Report
16a. All schools' compliance with the district wellness policy.				SWCs and FIT2gether student Change Agents complete AHG Assessment; Challenge- COVID, SWC leadership changes	FIT2gether Change Agent meetings, support for SWCs, AHG Assessments
16b. How the district policy compares with state and/or federal model wellness policies.				LWP checklist, AHG Assessment, use of model policy as model	LWP Checklist
16c. A description of progress towards attaining wellness policy goals.				Data presented to Wellness Committee, FIT2gether student Change Agents	Goals and progress discussions with FIT2gether, Triennial Report
16d. This report is made available to the public.				Report will be made available	District website, parent letter
17. Records will be maintained to document compliance with the requirements of the wellness policy including items 1, 2, 3, 15, and 16 above.				Data maintained and available.	Files maintained and shared.
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)				SWCs and FIT2gether student Change Agents work on individualized school-based and community-based wellness goals.	AHG assessment, meeting minutes from Change Agents
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)				Policy education, coaching, alternative rewards; Schools do not withhold foods or beverages for punishment Challenge- teacher/admin enforcement	AHG assessment, school visits
19a. Schools will not withhold foods or beverages for punishment. *				Full compliance.	School visits, interviews, AHG assessment
19b. Teachers are provided with a list of alternative ideas for behavior management. *				included in LWP, coaching and professional development provided	School visits, AHG assessment, student input

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Optional Goals- Water					
20. Free, safe, unflavored, drinking water available throughout the school day, throughout every school campus.				Bottle filling stations recently installed, water bottles encouraged/provided when necessary, students allowed water throughout the day	School visits, school handbooks
Optional Goals- Staff Wellness					
21. Schools will offer staff wellness programs such as weight management, health assessments. (EW-1, EW-2, EW-3)				Annual blood draw availability, weight management support through providers, staff intramural/tournaments, workouts	Scheduling, social media, provider advertisement
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)				Outdoor facilities open to public after school hours when not in use by the school	LWP, community use data, OCU policy, social media
22a. District has adopted the SC School Boards Association's model Open Community Use of School Recreational Areas (KFA) policy. *				KFA policy accepted	Included in local school board policy and LWP
23. School partners with local community organizations, businesses, or local hospitals to engage students and their families in health promotion activities. (PO-9)				Multiple partnerships with diverse sectors/projects, community outreach with Neighborhood Ambassadors	Social media, partnership projects, MOAs
Other Optional Goals					
Continue to build equity awareness with wellness that challenges disparities in academics, discipline, and school culture.				Data presentations, DEI Task-force partnership, core values statement	Academic, wellness, and discipline data; student and staff surveys
Allow more space for youth voice in school decision-making to create more supportive schools for youth mental health needs.				Community development of Thrive-U Uth Team; hosted virtual Community State of Young People Summit	Student and staff surveys, events/podcasts
Success/Updates from the Past Three Years: – <ul style="list-style-type: none"> Increased youth involvement/leadership in wellness with funding of FIT2gether through America's Promise Alliance and local foundation Multiple WISE grants and two ESMM Let's Go! grants provided student-led wellness projects for schools and community District wellness coordinator selected as RWJF Culture of Health Leader and completed fellowship Began community youth power movement through Thrive-U giving local youth a larger platform to share their needs and ideas, supporting other youth, particularly with mental health and COVID Began partnership to develop Diversity, Equity & Inclusion Task-force, multiple equity training events, and development of core values statement Creation of FoodShare Cherokee Hub at Ola Copeland Academy as district transition enterprise COVID response partnerships- organized meal delivery for students, community vaccine initiative targeting under-resourced communities and disparate groups Blacksburg Primary School named as National Healthy School Over \$820,000 in grant funding to promote youth leadership in wellness and equity since 2015. 					

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.