

District Wellness Policy Triennial Assessment Report 2023

School District: Medina County Board of DD Windfall School

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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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School nurse, Dietary supervisor	weekly menus, special diet orders,
1a. Each school has a designated wellness leader. *	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School nurse	
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"/>	School nurse	
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"/>	Wellness Committee meets 2x/SY	Minutes from meetings
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Minutes from meetings
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Classes can have lunch in the cafeteria from 11:30-12:00	
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"/>	<input checked="" type="checkbox"/>	Food is not sold outside of meals Offered to students	

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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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5b. Although the State allows exempt fundraisers, the district does not allow exempt fundraisers. *	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
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"/>	Parents are made aware of food service elements in Handbook and other communications.	
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	At least 2 classes have provided experiential lessons on healthy food tasting. Highschool class has weekly lessons of cooking and how to buy items at the grocery store.	School Handbook Class lesson plans
8a. Nutrition education is integrated across the curriculum. *	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Food choices are integrated, where appropriate, in student visual schedules.	School Handbook Student schedules.
8b. Nutrition education is linked with the school food environment/cafeteria. *	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Healthy food information is posted in the cafeteria area.	Nutrition posters in cafeteria
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"/>	Wellness committee planning	Minutes from meetings

9a. All schools in the district are Team Nutrition (TN) Schools. *	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
9b. TN resources are used to promote nutrition throughout the district. *	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

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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"/>	<input type="checkbox"/>	Weekly menus are sent home and always available on MCBDD website.	

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"/>	<input type="checkbox"/>	Several classrooms participate in weekly community-based instruction involving recreational trips outside of school. "Fitness Friday" tips are incorporated into weekly school announcements.	
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"/>	<input type="checkbox"/>	No form of "punishment" is permitted under any circumstances at school.	

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All students participate in Adapted Physical Education (APE) and have Individual IEP goals to support their P.E. learning.	APE lessons are age-appropriate, sequential and consistent with ODE PE guidelines.
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All students are assessed on physical education based on the student's IEP APE goals in the context of the ODE physical education curriculum.	

<p>13b. Student fitness data is used by the district and schools for instruction planning, fitness equipment, and professional development. *</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Adaptive Physical Education teacher provides oversight and recommendations for need resources and equipment.</p>	
<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>All students participate in Adapted Physical Education (APE) and have Individual IEP goals to support their P.E. learning.</p>	
<p>Update/Inform the Public</p>					
<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>MCBDD Wellness Policy is reviewed annually per MCBDD Policy oversight requirements. The Wellness Policy is publicly posted using multiple channels including social media.</p>	

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15a. The name and contact information of the designated officer is publicized.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15b. Information is shared on how the public can become involved with the wellness committee or obtain additional information on the wellness policy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16. Every three years, the district develops a report that meets the following requirements: ** (PO-3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Triennial Assessment is formally review and updated as needed. It is also used as a foundation for establishing Wellness Goals and Actions.	
16a. All schools' compliance with the district wellness policy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16b. How the district policy compares with state and/or federal model wellness policies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MCBDD Wellness Policy is reflective of State and/or Federal requirements.	
16c. A description of progress towards attaining wellness policy goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Goals and Activities developed in fidelity with the Triennial Assessment and MCBDD Policy are embedded in school activities and routine tasks.	
16d. This report is made available to the public.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MCBDD Wellness Policy is reviewed annually per MCBDD Policy oversight requirements. The Wellness Policy is publicly posted using multiple channels including social media.	
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wellness committee will keep minutes of their meetings and may be available upon request.	
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"/>			
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No form of “punishment” is permitted under any circumstances at school which includes the use of food for rewards or enticement.	
19a. Schools will not withhold foods or beverages for punishment. *	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
19b. Teachers are provided with a list of alternative ideas for behavior management. *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All staff are trained in the AEGIS curriculum for physical crisis de-escalation and management. The school has a PBIS program which includes intensive supports for students with behavioral challenges.	

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Optional Goals- Water					
20. Free, safe, unflavored, drinking water available throughout the school day, throughout every school campus.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Optional Goals- Staff Wellness					
21. Schools will offer staff wellness programs such as weight management, health assessments. (EW-1, EW-2, EW-3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff participate in the annual Be Well Program which includes incentives for overall health and wellness activities.	
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 checked="" type="checkbox"/>	<input type="checkbox"/>	MCBDD physical plan areas are available to the public following a planned and approved process.	
22a. District has adopted the SC School Boards Association’s model Open Community Use of School Recreational Areas (KFA) policy. *	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Windfall School participates in the Feeding Medina County “Weekender Bag” program by ensuring eligible families receive a “Weekender Bag” of food on Fridays.	
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: –

Due to COVID restrictions during this past Triennial period In-person activities were modified to meet public health requirements (virtual meetings, use of social media). Beginning SY 22/23, in-person activities are widely available to both students and families.

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.