

District Wellness Policy Triennial Assessment Report 2025

School District: __Lexington County School District One__

Wellness Contact Name & E-mail: Angela Furtick afurtick@lexington1.net

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)	X	<input type="checkbox"/>	<input type="checkbox"/>	The Superintendent or their Designee is listed as the designated officer in the policy. The field supervisor is acting Wellness Coordinator. Challenges include getting administrators to reply to requests.	Lexington One wellness policy updated in June 2024. Superintendent designee is Executive Director of Student Services
1a. Each school has a designated wellness leader. *	<input type="checkbox"/>	X	<input type="checkbox"/>	Policy requires schools to have a designated leader, but several of the schools do not.	Alliance for a Healthier Generation District Report AHG District Reports are checked for updates
1b. Each school wellness leader monitors implementation of the wellness policy and reports compliance to the district wellness leader. *	<input type="checkbox"/>	<input type="checkbox"/>	X	All schools do not have a designated wellness leader. Work is being done by wellness committee to communicate to school administrators for wellness leads and teams	Superintendent designee communicates with principals and SLT to update on policy.
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.	X	<input type="checkbox"/>	<input type="checkbox"/>	Wellness Committee meets 2 times annually and sets goals.	WC agenda, minutes and attendance records.

<p>3. To the extent possible, committee includes representatives of: (PO-3)</p> <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"/>	X	<input type="checkbox"/>	The wellness committee is comprised of parents, representatives of FSN, district health professionals, physical education teacher, community members and parents.	<p>Committee members list.</p> <p>Goal to include students, school administrator and a school board member on the committee</p>
Food and Beverage Availability					
School Meals					
<p>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)</p>	<input type="checkbox"/>	X	<input type="checkbox"/>	Policy states that there is to be a minimum of 20 minutes allowed for lunch to be consumed, however all schools are not in compliance.	<p>AHG District Report. School schedules for lunch periods.</p> <p>FSN is working to provide guidance to school administrators concerning meal time requirements</p>
Foods Sold Outside of School Meals Program (Competitive Foods and Beverages)					
<p>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)</p>	<input type="checkbox"/>	X	<input type="checkbox"/>	Policy states that all foods and beverages sold outside of the school meal program meet USDA guidelines, however some schools have reported snacks in vending machines that have not been smart snack compliant.	<p>Communication between FSN and principals concerning smart snack compliance has improved</p> <p>Goal to have all middle and high schools in compliance in 2026</p>

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<p>5a. The following venues currently comply with Smart Snacks requirements during the school day:</p> <ul style="list-style-type: none"> • School Stores • Vending Machines • Concessions 	<input type="checkbox"/>	X	<input type="checkbox"/>	<p>When possible, FSN staff monitors vending machines and school stores. Pictures taken show that vending machines have items that are not smart snack compliant. Challenges include the fact that principals do not have to report what the vendors are putting in the machines.</p>	<p>During the district Administrative Review by SCDE, the school stores and vending machine observed were in compliance.</p>
<p>5b. Although the State allows exempt fundraisers, the district does not allow exempt fundraisers. *</p>	<input type="checkbox"/>	<input type="checkbox"/>	X	<p>Tracking is done through school principals. Schools do not communicate with FSN about fundraisers.</p>	<p>Occasionally, a school will reach out via phone or email to FSN with questions concerning fundraisers.</p>
<p>6. Standards established for foods provided but not sold (e.g., class parties, class snacks), during the school day on school campuses. (SS-4)</p>	X	<input type="checkbox"/>		<p>The school board established standards for foods provided, but not sold, and passed the updated policy in June,2024</p>	<p>WC minutes, emails and board readings.</p>
Food and Beverage Marketing					
<p>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)</p>	<input type="checkbox"/>	X	<input type="checkbox"/>	<p>Some schools promote smart snack compliant foods and beverages, however, some do not and allow non compliant foods and beverages to be stocked in vending machines on their campuses.</p>	<p>Pictures and emails sent to FSN showing non compliant foods and beverages in school vending machines.</p>
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"/>	X	<input type="checkbox"/>	Some schools offer a variety of services to teaching staff, including field trips to the kitchen and food taste testing.	Emails and pictures taken during special events
8a. Nutrition education is integrated across the curriculum. *	<input type="checkbox"/>	X	<input type="checkbox"/>	Health curriculum standards require a weekly nutrition component for K-5.	SC Code of Laws section 59-10-360
8b. Nutrition education is linked with the school food environment/cafeteria. *	X	<input type="checkbox"/>	<input type="checkbox"/>	The school cafeterias are provided with healthy food and nutrition posters to place in the cafeteria. All elementary school managers are required to complete the 4th and 5th grade education requirements annually.	FSN supervisors monitor cafeterias for signage promoting nutrition education. Also, elementary schools are required to complete education requirements for 4th and 5th graders.
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 type="checkbox"/>	X	<input type="checkbox"/>	School cafeterias use evidence-based healthy food promotion techniques through the school meal programs.	Alliance for a Healthier Generation District Report Pictures inside school cafeterias show posters encouraging healthy choices.
9a. All schools in the district are Team Nutrition (TN) Schools. *	X	<input type="checkbox"/>	<input type="checkbox"/>	FSN Field Supervisor enrolled all schools in Team Nutrition	USDA/Team Nutrition Website
9b. TN resources are used to promote nutrition throughout the district. *	X	<input type="checkbox"/>	<input type="checkbox"/>	FS managers are encouraged to order Team Nutrition resources annually to use in the cafeterias and serving lines.	FSN supervisors monitor cafeterias for signage and promotional materials FSN orders signage from USDA to provide to food service managers

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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"/>	X	<input type="checkbox"/>	Although FSN promotes healthy foods and beverages, some schools still allow the sale of non smart snack compliant foods and beverages.	Emails and pictures for showing non compliant foods and beverages.
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"/>	X	<input type="checkbox"/>	Not all schools encourage family and community engagement. Some schools encourage before and after school activity.	Alliance for a Healthier Generation 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)	<input type="checkbox"/>	X	<input type="checkbox"/>	Some schools still withhold recess as a punishment or allow teachers to dictate how the recess time is spent, such as walking laps.	Alliance for a Healthier Generation District Report
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)	X	<input type="checkbox"/>	<input type="checkbox"/>	Our district has age appropriate, sequential PE curriculum consistent with state and national standards for PE.	Student Health and Fitness Act of 2005
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	<input type="checkbox"/>	<input type="checkbox"/>	Fitness testing in grades 2,5,8 and high school PE documents showing results of testing.	Student Health and Fitness Act of 2005

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"/>	<input checked="" type="checkbox"/>	The district does not currently use fitness data to inform practice.	
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Elementary schools do not offer adaptive PE instruction. At some of our middle and high schools, students with special needs can participate in Unified PE or Project Unify. These adaptive classes include regular education students.	Student health and Fitness Act of 2005
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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The district is in compliance with this rule, but all of the schools are not. The name and contact information is shared on the district web page under FSN.	District One web page under Food Service and Nutrition

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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"/>	Information is on the district website.	District One website under Wellness Policy.
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"/>	Information concerning the wellness committee is shared on the district website.	District One website under FSN
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"/>	Wellness committee relies on information provided on the	SCDE Triennial Assessment

				assessment in order to have a full, complete district report.	
16a. All schools' compliance with the district wellness policy.	<input type="checkbox"/>	X	<input type="checkbox"/>	Not all schools are in compliance with the wellness policy.	Alliance for a Healthier Generation District Report
16b. How the district policy compares with state and/or federal model wellness policies.	X		<input type="checkbox"/>	In June, 2024, the school board passed the update to the LWP. The policy is now in compliance with all of the required wellness components.	Lexington School District One Wellness Policy
16c. A description of progress towards attaining wellness policy goals.	<input type="checkbox"/>	X	<input type="checkbox"/>	Still need all schools to complete the Alliance for a Healthier Generation Assessment. Not all schools update the assessment as changes happen at their schools.	Alliance for a Healthier Generation District Report
16d. This report is made available to the public.	X	<input type="checkbox"/>	<input type="checkbox"/>	FSN shares on the district website information about the latest annual progress report	District One website under FSN
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	<input type="checkbox"/>	<input type="checkbox"/>	Challenges include getting district administrators to answer Alliance for a Healthier Generation Assessment questions and updating information as it changes.	Annual Review by SCDE every three years
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"/>	X		
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"/>	X	<input type="checkbox"/>	Some schools still reward students with food and beverages that are not smart snack compliant.	Alliance for a Healthier Generation District Report
19a. Schools will not withhold foods or beverages for punishment. *		X	<input type="checkbox"/>	Some schools are still using foods and beverages as rewards and withholding as punishment	Alliance for a Healthier Generation District Report Email documentation from parents
19b. Teachers are provided with a list of alternative ideas for behavior management. *	<input type="checkbox"/>	<input type="checkbox"/>	X		

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Optional Goals- Water					
20. Free, safe, unflavored, drinking water available throughout the school day, throughout every school campus.	X	<input type="checkbox"/>	<input type="checkbox"/>	All schools have water available throughout the buildings	
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"/>	X	<input type="checkbox"/>	Most schools offer health assessments for staff, but not	Alliance for a Healthier Generation District Report

				other wellness programs such as weight management and healthy eating	
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"/>	X	<input type="checkbox"/>	Most schools have walking tracks open to the community.	Alliance for a Healthier Generation District Report
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"/>	X		
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"/>	X	<input type="checkbox"/>		
Other Optional Goals					
Getting students on the District Wellness Committee.	<input type="checkbox"/>	<input type="checkbox"/>	X	Discussed in meetings, looking for ways to find the students interested and available to participate	Agenda, minutes from meetings
Establishing better communication between the district committee, the school committees and district leadership.	X		<input type="checkbox"/>	The wellness committee now has an administrative district lead on the committee who will be included in PLT, DLT, SIC and district wide meetings. Additionally, there are now more members actively involved in obtaining information from school administrators and school wellness teams	District Lead involvement in meetings documented through attendance and principal memos sent out weekly. Emails between WC team members and principals, district officials, etc.
By the beginning of the 25/26 school year, at least 50% of schools will have established their wellness teams	<input type="checkbox"/>	<input type="checkbox"/>	X	Communication through school nurses to track which schools have teams in place. District lead will assist in engaging administration to implement this in their schools	AHG District Reports will indicate which schools have teams and action plans in place.

Success/Updates from the Past Three Years: –

The school board voted to update the policy and to establish standards for foods provided, but not sold . The policy also now makes the Superintendent or their Designee in charge of compliance and oversight of the policy. The new district lead is excited about coming on board the committee and has been involved in meetings. The committee has a better understanding of what goals need to be set and how to measure the success. As a district, we are gradually moving forward towards goals for wellness for both students and staff.

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.