

Greene County Public Schools

Wellness Policy

2017-2021 Triennial Assessment

Overview & Purpose

In accordance with the Final Rule of the Federal Healthy, Hunger Free Kids Act of 2010 and the Virginia Administrative Code: 8VAC20-740, Greene County Public Schools (GCPS) presents the 2017-2021 Triennial Assessment which includes the timeframe of School Year 2017-2018 through School Year 2020-2021 (deadline for reporting extended to June 30, 2021 due to COVID-19 pandemic). The Triennial Assessment indicates updates on the progress and implementation of the GCPS Wellness Policy and wellness initiatives, and provides required documentation of actions, steps, and information as outlined in the Final Rule. The school(s) included in this Triennial Assessment are: Nathanael Greene Primary School, Nathanael Greene Elementary School, Ruckersville Elementary School, William Monroe Middle School and William Monroe High School.

GCPS Wellness Policy and Comprehensive Wellness Plan

The GCPS Wellness Policy can be found on the GCPS website at: <https://go.boarddocs.com/va/gcs/Board.nsf/vpublic?open>. GCPS updates or modifies the Wellness Policy as needed following review, and at least every three years following the triennial assessment. The policy is made available to the public through the GCPS website and GCPS-wide communications. In addition to the GCPS Wellness Policy, the GCPS Comprehensive Wellness Plan exists as a more comprehensive document that expands on goals and procedures of the GCPS Wellness Policy, and can be used as a tool by the school community to accomplish those goals. The GCPS Comprehensive Wellness Plan is available internally to Wellness Committee members and may be made available to school community members interested by contacting the Wellness Policy coordinator at 434-939-9000. The document is updated or modified as needed following GCPS Wellness Committee review.

GCPS Wellness Committee

GCPS established a GCPS Wellness Committee (hereto referred to as the WC) that meets throughout the year to establish goals for and oversee wellness policies and programs, including development, implementation and periodic review and updating of the GCPS

Wellness Policy and Comprehensive Wellness Plan. The WC meets at least once annually for periodic review and update of the Wellness Policy. The WC membership represents all school levels including, but not limited to: parents, students, physical education teachers, school nurses, administrators, school nutrition staff, and administrative service staff. The designated official for oversight of the WC and compliance to the Wellness Policy across the district is the Director of Administrative Services who may be contacted at 434-939-9000. The general public and all members of the school community are allowed and encouraged to participate in the WC processes. Annually, GCPS publicizes the name and contact information of the committee chairperson leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Quality of Wellness Policy

GCPS must conduct an assessment of the Wellness Policy every three years, at a minimum. As part of the assessment, Wellness Policy leadership compared the GCPS Wellness Policy and Comprehensive Plan to the WellSAT3.0 and the Alliance for a Healthier Generation’s model policy to ensure compliance, comprehensiveness, and strength of policy language. Both the WellSAT3.0 and Alliance for a Healthier Generation’s model policy template is in compliance with the requirements set forth in the final rule. After comparison, the GCPS Wellness Policy and Comprehensive Plan was updated based on recommendations and approved on June 9, 2021 by the GCPS School Board.

Comparison to WellSAT3.0

A WellSAT3.0 assessment was completed in November 2020 by the GCPS Wellness Coordinator. The overall comprehensiveness score was 100 and the strength score was 65.74 (of note, the scores are not interpreted like letter grades). Overall scores of each area are shown below in Table 1. The comprehensive score indicates that GCPS policy and plan is compliant with state and federal regulation. The strength score indicates where areas of improvement can be made. In the assessment, all questions were answered with either a “1” or “2” rating by the GCPS Wellness Coordinator. Having no “0” scores indicates all federal requirements were met. Questions rated as a “1” indicated a “weak” policy statement according to the assessment. For example, in Section 3, several questions were rated “1” which indicated that clarification was needed in the policy on Smart Snack regulations. After review of those questions, and other questions rated “1”, updates were made to the policy and plan. The full WellSAT3.0 assessment results can be found in Appendix A.

Table 1. General WellSAT3.0 Results

Section	Comprehensiveness Score	Strength Score
Section 1. Nutrition Education	100	50
Section 2. Standards for USDA Child Nutrition Programs and School meals	100	90
Section 3: Nutrition Standards for Competitive and Other Foods and Beverages	100	46.15
Section 4: Physical Education Physical Activity	100	66.66
Section 5: Wellness Promotion and Marketing	100	66.66
Section 6: Implementation, Evaluation, and Communication	100	75
Overall District Policy Score	100	65.74

Comparison to Alliance for a Healthier Generation’s model policy

A *Healthy School Assessment* from Alliance for a Healthier Generation was completed in November 2020 by the GCPS Wellness Coordinator. General results can be seen below in Table 2. The left hand column indicates parts of the wellness policy that were compared to the model policy in the assessment and the remaining columns indicate if those specific wellness policy components were included and to what degree. An analysis of the full results was completed by the WC and is included in Appendix B. Updates were made to the GCPS Wellness Policy and Comprehensive Plan and results were used to plan goals for the upcoming three years.

Table 2. Alliance for a Healthier Generation Analysis

Wellness Policy Language	Not in Place	Under Development	Partially in Place	Mostly in Place	Fully in Place
Policy and Environment					1
Nutrition Services	1	3	1		7
Smart Snacks		1	2		

Health & PE					4
Physical Activity		4			1
Employee Wellness	1	2	1		1
District Collaboration			2	2	2
District Leadership				3	3
Staff Well-Being			3	1	3
Policies & Procedures			2	3	4
Teaming				2	1
Staff Health				1	1
Mental Health				2	2
Food Access					

Wellness Policy Compliance

GCPS must conduct an assessment of the Wellness Policy every three years, at a minimum. The final rule requires State Agencies to assess compliance with the Wellness Policy requirements as a part of the general areas of the Administrative Review every three years. An administrative review was completed for GCPS for the school year 2019-2020. GCPS did not meet all local school wellness policy requirements. The following policy language suggestions were made and added to the policy: language clearly indicating that Smart Snack standards were followed, language clearly defining nutrition standards for food provided but not sold in schools, language clearly stating that all foods marketed during the school day adhere to Smart Snack guidelines and clearly stating that a Triennial Assessment will be completed every three years. Updates are reflected in the current Wellness Policy presented as an informational item on May 12, 2021 and approved June 9, 2021.

In order to assess further compliance, a standardized GCPS Wellness Assessment Tool was created by the Director of Administrative Services and the School Nutrition Director and distributed to all school principals. This assessment tool addressed compliance with USDA and Virginia regulations as well as the GCPS specific goals in the GCPS Wellness Policy at the school level. Table 3 below shows how schools were in compliance with USDA and Virginia regulations required in the Wellness Policy. After results were collected, the School Nutrition Director reviewed standards marked as not met to determine if this was accurately marked or if more education was needed at the school level on these requirements. The standard, “Our school meets the requirements for nutrition standards for all foods and beverages provided, but not sold, to students during the school day (e.g. in classroom parties, classroom snacks brought by parents, or other foods given as incentives)” was found to be in compliance at all schools, however further clarification was needed on those nutrition standards at the school level.

Table 3. GCPS Wellness Policy/Plan Assessment Tool Part 2 - Compliance with USDA and Virginia Standards/Guidelines

Met	Standards and Nutrition Guidelines for All Foods and Beverages Sold
4/4	Our school meets the standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day that are consistent with federal and state regulations:
5/5	We follow federal school meal nutrition standards for all foods and beverages available for sale on campus during the school day.
3/4	We have adopted and implemented Smart Snacks nutrition standards for ALL items sold during school hours, including a la carte offerings and food sold in school stores and vending machines.

Met	Standards for All Foods and Beverages Provided, but Not Sold
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3/5	Our school meets the requirements for nutrition standards for all foods and beverages provided, but not sold, to students during the school day (e.g. in classroom parties, classroom snacks brought by parents, or other foods given as incentives)
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Met	Policy for Food and Beverage Marketing
4/4	Our school meets the standards that allow marketing and advertising of only those foods and/or beverages that meet the Smart Snacks nutrition standards.
4/4	All food and beverage marketing meets Smart Snacks nutrition standards.

Progress towards Goals

The standardized GCPS Wellness Assessment Tool distributed to all school principals was also used to determine how well each school, and therefore the district, is doing in regards to attaining goals indicated in the GCPS Wellness Policy and Comprehensive Plan. Table 4 below shows Part 1 of the assessment tool which assessed how schools met the GCPS-specific goals in the wellness policy. Principals either marked “met” or “not met”. Of note, some questions were left blank on assessment tools therefore had less than five answers.

Under “Nutrition Promotion and Education,” answers indicate that nutrition education is received, however more coordination between classroom and foodservice staff is indicated. Nutrition education activities could also be strengthened in school health programs. Physical activity goals are being met, however answers indicate before and after school programs may be an area to focus and strengthen.

Table 4. GCPS Wellness Policy/Plan Assessment Tool Part 1

Met	Nutrition Promotion and Education
5/5	Students receive nutrition education that teaches the skills they need to adopt and maintain healthy eating behaviors.
2/5	Nutrition education is offered in the school cafeteria as well as in the classroom, with coordination between the foodservice staff and other school personnel, including teachers.
2/5	Students receive consistent nutrition messages from all aspects of the school program.
5/5	Division health education curriculum standards and guidelines address both nutrition and physical education.
4/5	Nutrition is integrated into the health education or core curricula (e.g., math, science, language arts).
3/5	Schools link nutrition education activities with the coordinated school health program. Staff who provide nutrition education have appropriate training.
5/5	The level of student participation in the school breakfast and school lunch programs is appropriate.

5/5	The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.
5/5	All schools within GCPS are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs
3/3	All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the <u>USDA professional standards for child nutrition professionals</u>
4/5	Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs
5/5	GCPS will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

Met	Physical Activity
5/5	Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students and the integration of physical activity into the academic curriculum where appropriate.
2/5	Students are given opportunities for physical activity through a range of before-and/or after-school programs including, but not limited to, intramurals, interscholastic athletics and physical activity clubs.
4/5	Schools encourage parents and guardians to support their children's participation in physical activity, to be physically active role models and to include physical activity in family events.
4/5	Schools provide training to enable staff to promote enjoyable, lifelong physical activity among students.

Met	Other School Based Activities
5/5	An adequate amount of time is allowed for students to eat meals in adequate lunchroom facilities.
5/5	The availability of subsidized food programs is adequately publicized in ways designed to reach families eligible to participate in the programs.
4/5	Environmentally-friendly practices such as the use of locally grown and seasonal foods, school gardens and non-disposable tableware have been considered and implemented where appropriate
4/5	Physical activities and/or nutrition services or programs designed to benefit staff health have been considered and, to the extent practical, implemented.

Wellness Objectives/Goals for Next 3 Years

Results of the GCPS Wellness Assessment Tool and the Healthy Districts Assessment, along with dialogue during WC meetings, were used to shape goals for the next school year and the next 3 year period.

2021-22 School Year

1. Prioritize and promote student access to school meals during COVID-19 pandemic.
2. Promote health food and beverage choices and school meals using appropriate marketing and merchandising techniques.
3. All schools will be in compliance with USDA Smart Snack standards.
4. Re-introduce the Get for Greene 5k
5. Re-introduce and train staff on the use of the Fitness Room - available to staff 24/7

Next Three Years

1. Continuous improvement process to implement school health policies
2. Free or low-cost stress management programs
3. Student and family involvement in the school meal programs and other foods and beverages sold, served, and offered on campus
4. Farm to School Activities
5. Promote Staff participation in healthier eating habits and weight management

Appendix A.



WellSAT: 3.0


Wellness School Assessment Tool




DISTRICT SCORECARD






Federal Requirement Farm to School CSPAP

 Section 1: Nutrition Education		
		Rating
 NE1	Includes goals for nutrition education that are designed to promote student wellness.	2



NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	1
NE3	All elementary school students receive sequential and comprehensive nutrition education. Use N/A if no elementary schools in district.	1
NE4	All middle school students receive sequential and comprehensive nutrition education. Use N/A if no middle schools in district.	2
NE5	All high school students receive sequential and comprehensive nutrition education. Use N/A if no high schools in district.	2
NE6	Nutrition education is integrated into other subjects beyond health education	1
NE7	Links nutrition education with the school food environment.	2
 NE8	Nutrition education addresses agriculture and the food system.	2
<i>Subtotal for Section 1</i>	Comprehensiveness Score: Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100
	Strength Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	50

 Section 2: Standards for USDA Child Nutrition Programs and School Meals		
		Rating
 SM1	Assures compliance with USDA nutrition standards for reimbursable school meals.	2
SM2	Addresses access to the USDA School Breakfast Program.	2
 SM3	District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	2
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	2
SM5	Specifies how families are provided information about determining eligibility for free/reduced priced meals	2
SM6	Specifies strategies to increase participation in school meal programs.	1

SM7	Addresses the amount of "seat time" students have to eat school meals.	2
 SM8	Free drinking water is available during meals.	2
 SM9	Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	2
 SM10	Addresses purchasing local foods for the school meals program.	2
<i>Subtotal for Section 2</i>	Comprehensiveness Score: Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100
	Strength Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	90

Section 3: Nutrition Standards for Competitive and Other Foods and Beverages		
		Rating
NS1	Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.	2
NS2	USDA Smart Snack standards are easily accessed in the policy.	1
NS3	Regulates food and beverages sold in a la carte.	2
NS4	Regulates food and beverages sold in vending machines.	1
NS5	Regulates food and beverages sold in school stores.	1
NS6	Addresses fundraising with food to be consumed during the school day.	2
NS7	Exemptions for infrequent school-sponsored fundraisers.	2
NS8	Addresses foods and beverages containing caffeine at the high school level. Use N/A if no high schools in district.	1
NS9	Regulates food and beverages served at class parties and other school celebrations in elementary schools. Use N/A if no elementary schools in district.	1

NS10	Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming.	1
NS11	Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.	1
NS12	Addresses food not being used as a reward.	2
NS13	Addresses availability of free drinking water throughout the school day.	2
<i>Subtotal for Section 3</i>	Comprehensiveness Score: Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100
	Strength Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	46.1 5

 Section 4: Physical Education Physical Activity		
		Rating
 PEPA1	There is a written physical education curriculum for grades K-12.	2
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	2
PEPA3	Physical education promotes a physically active lifestyle.	2
PEPA4	Addresses time per week of physical education instruction for all elementary school students. Use N/A if no elementary school in district.	2
PEPA5	Addresses time per week of physical education instruction for all middle school students. Use N/A if no middle school in district.	2
PEPA6	Addresses time per week of physical education instruction for all high school students. Use N/A if no high school in district.	2
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	2
PEPA8	Addresses providing physical education training for physical education teachers.	2

PEPA9	Addresses physical education exemption requirements for all students.	1
PEPA10	Addresses physical education substitution for all students.	1
PEPA11	Addresses family and community engagement in physical activity opportunities at all schools.	1

PEPA12	Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	2
PEPA13	Addresses recess for all elementary school students. Use N/A if no elementary schools in district.	2
PEPA14	Addresses physical activity breaks during school.	1
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	1
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	N A
<i>Subtotal for Section 4</i>	Comprehensiveness Score: Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100
	Strength Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	66.66

Section 5: Wellness Promotion and Marketing		
		Rating
WPM1	Encourages staff to model healthy eating and physical activity behaviors.	2
WPM2	Addresses strategies to support employee wellness.	1
WPM3	Addresses using physical activity as a reward.	2
WPM4	Addresses physical activity not being used as a punishment.	2

WPM5	Addresses physical activity not being withheld as a punishment.	2
WPM6	Specifies marketing to promote healthy food and beverage choices.	1
WPM7	Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	2
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	2
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	2
WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers, etc.).	2
WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, on school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, or announcements on the public announcement (PA) system).	2
WPM12	Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products).	1
<i>Subtotal for Section 5</i>	Comprehensiveness Score: Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100
	Strength Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	66.66

Section 6: Implementation, Evaluation, and Communication		
		Rating
IEC1	Addresses the establishment of an ongoing district wellness committee.	1
IEC2	Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the	2

	local wellness policy.	
IEC3	Identifies the officials responsible for the implementation and compliance of the local wellness policy.	2
IEC4	Addresses making the wellness policy available to the public.	2
IEC5	Addresses the assessment of district implementation of the local wellness policy at least once every three years.	2
IEC6	Triennial assessment results will be made available to the public and will include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the localschool wellness policy; 2. The extent to which the LEA's localschool wellness policy compares to model local school wellness policies; 3. A description of the progress made in attaining the goals of the local school wellness policy.	1
IEC7	Addresses a plan for updating policy based on results of the triennial assessment.	2
IEC8	Addresses the establishment of an ongoing school building level wellness committee.	2
<i>Subtotal for Section 6</i>	Comprehensiveness Score: Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100
	Strength Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	75

Overall District Policy Score		
		Score
	Comprehensiveness Score: Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	100

	Strength Score: Add the strength scores for each of the six sections above and divide this number by 6.	65.7 4
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Appendix B.

5/26/2021

Reporting | Alliance for a Healthier Generation



Reporting

Healthy Districts Assessment report for Greene Co School District.

Policy and Environment

QUESTION	STATUS	ACTION ITEM	COLUMN
PO-2 Written school health and safety policies	Fully in place	No	-

Nutrition Services

QUESTION	STATUS	ACTION ITEM	COLUMN
NS-1 Breakfast and lunch programs	Fully in place	No	-
NS-2 School breakfast	Fully in place	Yes	This year's goals
NS-3 School lunch	Fully in place	Yes	This year's goals
NS-4 Variety of offerings in school meals	Fully in place	No	-
NS-5 Promote healthy food and beverage choices and school meals using marketing and merchandising techniques.	Partially in place	Yes	This year's goals
NS-6 Annual continuing education and training requirements for school nutrition services staff	Fully in place	No	-
NS-7 Venues outside the cafeteria offer fruits and vegetables	Under development	Yes	This year's goals
NS-8 Collaboration between school nutrition services staff members and teachers	Under development	No	-
NS-9 Student and family involvement in the school meal programs and other foods and beverages sold, served and offered on school campus.	Under development	Yes	To work on
NS-10 Prohibit using food as reward or punishment	Fully in place	No	-
NS-11 Adequate time to eat school meals	Fully in place	No	-
NS-12 Farm to School activities	Not in place	Yes	To work on

Smart Snacks

QUESTION	STATUS	ACTION ITEM	COLUMN	
SS-1	All foods sold during the school day meet the USDA's Smart Snacks in School nutrition standards	Partially in place	Yes	This year's goals
SS-2	All beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards	Partially in place	Yes	This year's goals
SS-3	Food and beverage marketing	Under development	Yes	This year's goals

Health and Physical Education

QUESTION	STATUS	ACTION ITEM	COLUMN	
HPE-3	Sequential physical education curriculum consistent with standards	Fully in place	No	-
HPE-5	Professional development for physical education teachers	Fully in place	No	-
HPE-6	Information and materials for physical education teachers	Fully in place	No	-
HPE-7	Licensed physical education teachers	Fully in place	No	-

Physical Activity

QUESTION	STATUS	ACTION ITEM	COLUMN
PA-1 Recess	Fully in place	No	-
PA-5 Professional development for classroom teachers	Under development	No	-
PA-6 Prohibit using physical activity as punishment	Under development	No	-
PA-7 Prohibit withholding recess as punishment	Under development	No	-
PA-8 Access to physical activity facilities outside school hours	Under development	No	-

Employee Wellness

QUESTION	STATUS	ACTION ITEM	COLUMN
EW-1 Health assessments for staff members	Fully in place	No	-
EW-2 Programs for staff members on physical activity/fitness	Under development	No	-
EW-3 Programs for staff members on healthy eating/weight management	Not in place	Yes	To work on
EW-4 Promote staff member participation	Partially in place	Yes	To work on
EW-5 Stress management programs for staff	Under development	Yes	To work on

Every child deserves a healthy future

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