

School District of Pickens County

Triennial Assessment Report

2025

The Local Wellness Policy 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. School districts must conduct an assessment of the wellness policy every three years, at a minimum. This assessment determines:

- Compliance with the wellness policy,
- How the wellness policy compares to model wellness policies, and
- Progress made in attaining the goals of the wellness policy

	FIP	MIP	PIP	NIP
Policy and Healthy School Environment (n = 5)	3	1	1	0
Improving Nutrition and Food access (n = 8)	8	0	0	0
Smart Snacks (n = 5)	4	0	1	0
Health and Physical Education (n = 6)	6	0	0	0
Bolstering Physical Activity (n = 6)	6	0	0	0
Employee and Staff Well-being (n = 4)	4	0	0	0

- FULLY IN PLACE (FIP) = All of our health and safety policies include all of these components.
- MOSTLY IN PLACE (MIP) = Most of our health and safety policies include all of these components.
- PARTIALLY IN PLACE (PIP)= Some of our health and safety policies include some of these components.
- NOT IN PLACE (NIP) = Few of our health and safety policies include only a few of these components, or our school or district does not have any health and safety policies.

2025 Triennial Wellness Policy Assessment Responses	
District Name:	School District of Pickens County
Policy and Healthy School Environment	
<p>Does your school or district have written health and safety policies that include the following components?</p> <p>Rationale for developing and implementing the policies</p> <p>Population for which the policies apply (e.g., students, staff, visitors)</p> <p>Where the policies apply (e.g., on and/or off school property)</p> <p>When the policies apply</p> <p>Programs supported by the policies</p> <p>Designation of person(s) responsible (e.g., school administrator(s), teachers) for implementing the policies</p> <p>Designation of person(s) responsible (e.g., school administrator(s), teachers) for enforcing the policies</p> <p>Communication procedures (e.g., through staff meetings, professional development, website, staff handbook, parent handbook) of the policies</p> <p>Procedures for addressing policy infractions</p> <p>Definitions of terms</p>	<p>MOSTLY IN PLACE = Most of our health and safety policies include all of these components.</p>
Does your district have a designated local wellness policy leader? (Refer to your district's local wellness policy)	Yes = at least one district leader is identified in our district local wellness policy.
Does your school have a wellness leader who monitors implementation of the wellness policy and reports progress to the district wellness leader?	Yes = our school has at least one person whose job description explicitly includes the duties of monitoring implementation and reporting progress to the district.
Does your school partner with local community organizations, businesses, or local hospitals to engage students and their families in health promotion activities?	PARTIALLY IN PLACE = Our school partners with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities, for most school health initiatives.
Has your school set specific goals in the following categories related to student wellness: Nutrition education and promotion activities: Possible examples include: menu taste tests, training or professional development for teachers and food service providers, nutrition posters/signage, guest speakers/nutrition education lessons, health fairs, use of instructional material/written curriculum, parent communication,	<p>FULLY IN PLACE = Yes, we have specific goals in all three of those categories.</p>

social media, posted menu, school meal program marketing, farm to school activities, collaboration between nutrition services staff and teachers Physical activity opportunities Possible examples include: stretch/PA breaks, outdoor or daily recess, promoting walking/biking to school, daily PE, physical activity clubs, intramural sports, before school physical activity, open community use agreements, use of The Walking Classroom Other school-based activities that promote student wellness Possible examples include: social emotional learning, family engagement, tobacco free schools, trauma informed approaches	
Improving Nutrition and Food Access	
Does the school offer school meals (both breakfast and lunch) programs that are fully accessible to all students?	FULLY IN PLACE = Yes.
Does your school use Team Nutrition resources to promote nutrition?	Fully in place = Yes, we regularly use their resources to promote nutrition.
Are healthy food and beverage choices promoted through the following techniques? A variety of mixed whole fruits are displayed in nice bowls or baskets (instead of stainless steel pans) Fruit is offered in at least two locations on all service lines, one of which is right before each point of sale (POS) Vegetables are offered on all serving lines At least one vegetable is identified as the featured vegetable-of-the-day and is labeled with a creative, descriptive name at the point of selection Place pre-packed salads or salad bar if available in a high traffic area Label pre-packaged salads or salad bar choices with creative, descriptive names and display next to each choice Self-serve salad bar tongs, scoops, and containers are larger for vegetables and smaller for croutons, dressing, and other non-produce items White milk is displayed in front of other beverages in all coolers 1% or non-fat white milk is identified as the featured milk and is labeled with a creative, descriptive name Cafeteria staff politely prompt students who do not have a full reimbursable meal to select a fruit or vegetable Signs show students how to make a reimbursable meal on any service line Alternative entree options (salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all	FULLY IN PLACE = Yes, healthy food and beverage choices are promoted through ten or more of these techniques.

service and dining areas Cafeteria staff smile and greet students upon entering the service line and continually throughout meal service Students, teachers, or administrators announce today's menu in daily announcements A monthly menu is posted in the main office Information about the benefits of school meals is provided to teachers and administration at least annually Brand, name, and decorate the lunchroom in a way that reflects the student body Conduct a taste test of a new entree at least once a year	
Do students and family members have opportunities to provide both suggestions for school meals and other foods and beverages sold, served, and offered on school campus and feedback on the meal programs and other foods and beverages sold, served, and offered on school campus?	FULLY IN PLACE = Yes, both students and family members have opportunities to provide suggestions and feedback.
Does your school staff avoid using food as a reward or withholding food as punishment?	FULLY IN PLACE = Yes, using food as a reward and withholding food as punishment are not allowed under any circumstances.
Does your school or district share alternative strategies for positive behavior management with teachers?	FULLY IN PLACE = Yes, teachers are frequently reminded of alternative strategies for positive behavior management throughout the school year.
Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated?	FULLY IN PLACE = Yes. [NOTE: If the school does not have a breakfast program, but does provide at least 20 minutes for lunch, select this option.]
Does your school provide free, safe, unflavored, drinking water available throughout the school day and throughout the entire school campus?	FULLY IN PLACE = Yes, our school provides free, safe, unflavored drinking water throughout the school day and across the entire school campus - 1. For all staff (including non-instructional staff) and students. 2. By making water available in all meal service locations. 3. By allowing students to bring water bottles to the classroom or leave the classroom to access water.

Smart Snacks	
Do all competitive foods sold to students during the school day meet or exceed the USDA's nutrition standards for all foods sold to students (commonly called Smart Snacks in School)? This includes a la carte, vending school stores, snack or food carts, and any food-based fundraisers, which must adhere to the federal Smart Snacks in School nutrition standards, except the 30, one-day exempt fundraisers allowed by SC School Board.)	FULLY IN PLACE = Yes, all competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards, or we do not sell competitive foods at our school.
Do all competitive beverages sold to students during the school day meet or exceed the USDA's nutrition standards for all beverages sold to students (commonly called Smart Snacks in School)? This includes à la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows fundraising exemptions and guidance set by their state agency, which also must adhere to the federal Smart Snacks in School nutrition standards).	FULLY IN PLACE = Yes, all competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards, or we do not sell competitive beverages at our school.
Does your school limit food and beverage marketing (e.g., contests or coupons) on school campus to foods and beverages that meet or exceed the USDA's Smart Snacks in School nutrition standards?	FULLY IN PLACE = Yes, only foods and beverages that meet or exceed the USDA's Smart Snacks in School nutrition standards are advertised or promoted, or no foods and beverages are advertised or promoted on school campus.
Do all foods and beverages served and offered* to students during the school day meet or exceed the USDA's Smart Snacks in School nutrition standards? This includes snacks that are not part of a federally-reimbursed child nutrition program, birthday parties, holiday parties, and school-wide celebrations.	PARTIALLY IN PLACE = Most foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.
Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in School nutrition standards Do fundraising efforts during and outside school hours sell only non-food items or only foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards? This may include, but is not limited to, donation nights; cookie dough, candy, and pizza sales; and market days	FULLY IN PLACE = Yes, all fundraising efforts sell only non-food items, or all foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.
Health and Physical Education	

Do all students in each grade K-5 receive physical education for at least 90 minutes per week and a total of at least 150 minutes per week of combined physical activity and physical education throughout the school year?	Fully in place = Yes.
Do all teachers of physical education use an age-appropriate, sequential physical education curriculum that is consistent with South Carolina state standards for physical education and the district requirements for physical education?	FULLY IN PLACE = Yes.
Does your health education curriculum address all of these essential topics on healthy eating that are integrated across the curriculum and are linked with the school food environment/cafeteria? The relationship between healthy eating and personal health and disease prevention Food guidance from MyPlate Reading and using food labels Eating a variety of foods every day Balancing food intake and physical activity Eating more fruits, vegetables, and whole grain products Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat Choosing foods and beverages with little added sugars Eating more calcium-rich foods Preparing healthy meals and snacks Risks of unhealthy weight control practices Accepting body size differences Food safety Importance of water consumption Importance of eating breakfast Making healthy choices when eating at restaurants Eating disorders (Middle School/High School) The Dietary Guidelines for Americans (Middle School/High School) Reducing sodium intake (Middle School/High School) Social influences on healthy eating, including media, family, peers, and culture How to find valid information or services related to nutrition and dietary behavior How to develop a plan and track progress toward achieving a personal goal to eat healthfully (Middle School/High School) Resisting peer pressure related to unhealthy dietary behavior Influencing, supporting, or advocating for others' healthy dietary behavior	FULLY IN PLACE = Yes, addresses all of these topics.
Do all teachers of health education provide opportunities for students to practice or rehearse the skills needed to maintain and improve their health?	FULLY IN PLACE = Yes, all do.

Does your district conduct fitness testing of students, at a minimum, in grades 2 (height & weight only), 5, 8, and in high school PE course required for graduation?	FULLY IN PLACE = Yes.
Does your district provide individual student fitness reports from fitness testing that are shared with parents/caregivers?	FULLY IN PLACE = Yes.
Bolstering Physical Activity	
Are all students provided opportunities to participate in physical activity breaks in classrooms, outside of physical education, recess, and class transition periods?	FULLY IN PLACE = Yes, on all days during a typical school week.
Does your school promote or support walking and bicycling to and/or from school in the following ways? Designation of safe or preferred routes to school Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area) Instruction on walking/bicycling safety provided to students Promotion of safe routes program to students, staff and parents via newsletters, websites, local newspaper Crossing guards Crosswalks on streets leading to schools Walking school buses Documentation of number of children walking and or biking to and from school Creation and distribution of maps of school environment (sidewalks, crosswalks, roads, pathways, bike racks, etc.)	FULLY IN PLACE = Yes, our school promotes or supports walking and bicycling to and/or from school in six or more of these ways.
Does your school offer opportunities for all students to participate in physical activity, before and after school, through organized physical activities (such as physical activity clubs, intramural sports, before school physical activity)?	FULLY IN PLACE = Yes, both before and after the school day.
Does your school prohibit using physical activity and withholding physical education class as punishment? Is this prohibition consistently followed?	FULLY IN PLACE = Yes, using physical activity as punishment and withholding physical education class as punishment are prohibited, and both prohibitions are consistently followed.
Does your school prohibit withholding recess as punishment? Is this prohibition consistently followed?	FULLY IN PLACE = Yes, withholding recess as punishment is a written policy

	and this prohibition is consistently followed.
Are indoor and outdoor physical activity facilities open to students, their families, and the community outside school hours? NOTE: Making facilities open and available to students, their families, and the community outside of school hours can be conducted as a regular practice or through a formal, written joint or shared use agreement. A joint use or shared use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities.	FULLY IN PLACE = Yes, both indoor and outdoor facilities are available outside of school hours.
Employee and Staff Well-being	
Does your school or district offer staff members accessible and free or low-cost health assessments at least once a year?	FULLY IN PLACE = Yes, health assessments are offered, and all staff members find them accessible and free or low-cost.
Does your school or district offer staff members accessible and free or low-cost physical activity/fitness programs?	FULLY IN PLACE = Yes.
Does your school or district offer staff members accessible and free or low-cost physical activity/fitness programs?	FULLY IN PLACE = Yes.
Does your school or district offer staff members healthy eating/weight management programs that are accessible and free or low-cost?	Fully in place = Yes.