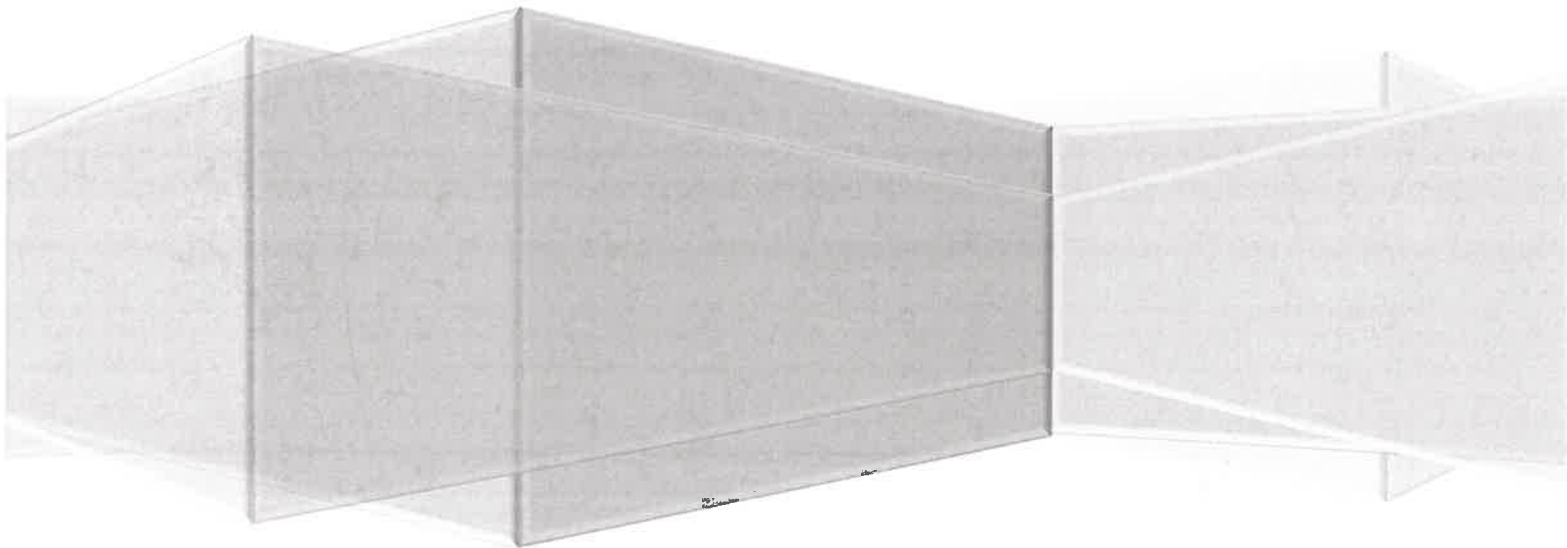


**Spencer County Public Schools**

# **District Wellness Plan Recommendations and Next Steps**

18-19



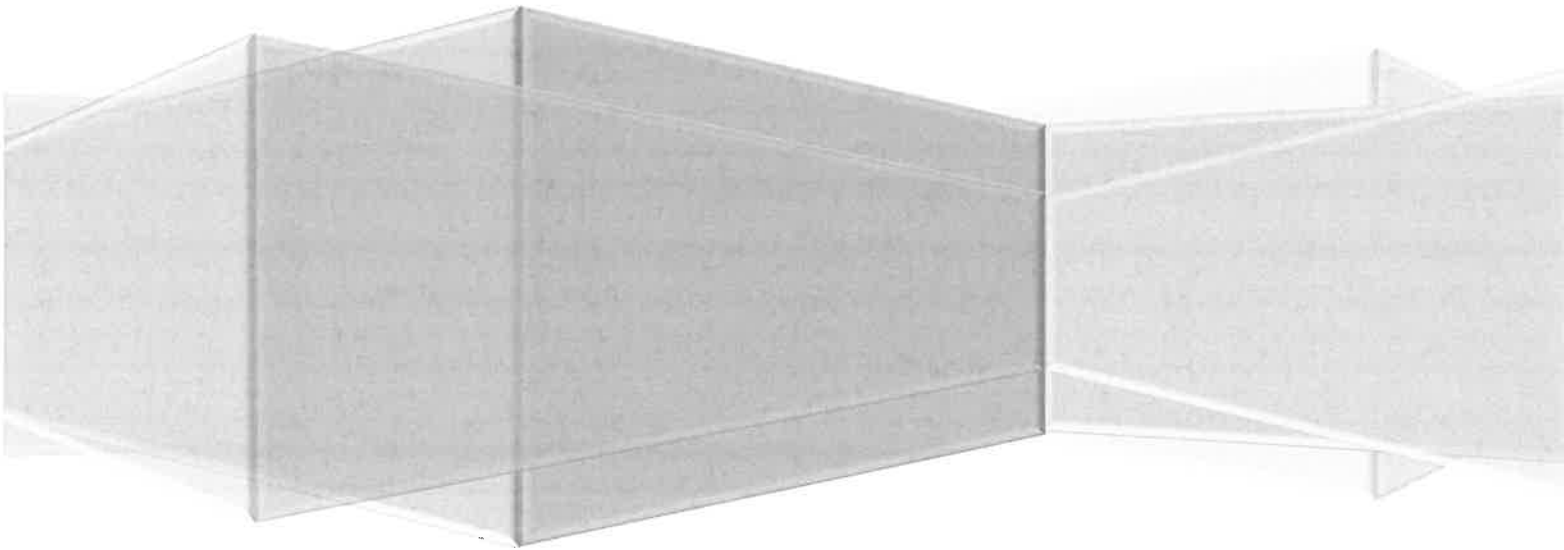
## District

### Recommendations and Next Steps:

1. Assist schools in the establishment, promotion, implementation, and sustainment of staff wellness programs such as weight loss, exercise, and monitoring nutritional intakes.
2. Assist schools in promoting good nutritional choices with the students.
3. Provide more opportunities for the students to assist in the cafeteria menu development.
4. Assist schools in the establishment, promotion, implementation, and sustainment of student wellness programs to increase students' physical activity.
5. Assist schools in recognizing students who demonstrate evidence of increased physical activity.

**Spencer County Public Schools**

# **District Wellness Plan**



## **Spencer County Public Schools Wellness Plan**

The Spencer County Public School Board recognizes its responsibility to provide a healthy learning environment by supporting wellness, good nutrition and regular physical activity as outlined in SPCS Board Plan 09.2. This School Wellness Plan promotes life-long wellness behaviors, and links healthy nutrition and exercise to students' overall physical well-being. Healthy eating behaviors and regular physical activity are essential for students to achieve their full academic and life potential.

This District Wellness Plan also supports employee life-long wellness behaviors, linking healthy nutrition and exercise to overall health, job performance and a positive work environment. Specifically, each school shall strive to accomplish the following physical activity, nutrition education, nutrition goals, and wellness goals:

### **1. Physical Education**

*The physical education curriculum shall teach students the importance of physical fitness and expose students to a wide variety of physical activities so students develop the concepts and skills necessary to be active for life. The physical education curriculum shall meet or exceed state standards, including emphasis on health-related physical fitness and lifetime activities. Student involvement in other activities involving physical activity shall not be a substitute for meeting the physical education requirement.*

### **2. Physical Activities**

*All elementary schools shall schedule daily recess for students and encourage students in active play. All district schools shall offer a range of activities for all students, including students with disabilities and students with special health care needs, as additional ways to be physically active.*

### **3. Health Education**

*The health education curriculum shall teach students the concepts, attitudes, skills and behavior for life-long healthy eating habits and physical activity. The District supports curriculum standards and student outcomes for health education that include an emphasis on good nutrition, disease prevention and healthy lifestyles.*

### **4. Nutrition Education**

*The nutrition education curriculum shall emphasize the knowledge and skills for a lifetime of healthy eating behaviors and be consistent with state and national standards and guidelines, such as the Dietary Guidelines for Americans.*

### **5. School Nutrition Programs**

*The School Nutrition Department shall promote healthy meals and healthy meal alternatives as part of the educational learning environment to promote a healthy lifestyle and reduce the incidence of childhood obesity. Students shall receive the same quality school lunch and/or breakfast regardless of eligibility status, under all circumstances. All district schools shall participate in federal child nutrition programs (NSLP and NSBP). The district shall comply with federal program guidelines and applicable state and federal laws and regulations. Food safety will be a major part of the school nutrition program.*

### **6. Nutrition and Wellness Promotion in the School Environment**

*The entire school environment shall reflect the District's commitment to student and staff wellness. All food and beverage vending machines accessible to students on school campus shall be limited to products meeting USDA nutritional guidelines. Foods of minimal nutritional value shall not be sold/served/provided to students during school hours. The exception to this is celebration foods. Celebration foods that are less nutritious should be limited to occasionally and not served prior to lunch. Staff are encouraged to serve as nutrition role models for students. Parents are encouraged to provide nutritional foods for lunches and snacks.*

### **7. Employee Wellness**

*Health and wellness shall be promoted to and promoted by district employees. The district shall provide wellness programs, educational opportunities and a healthy work environment to encourage employee health and well-being.*

## **8. Wellness Committee**

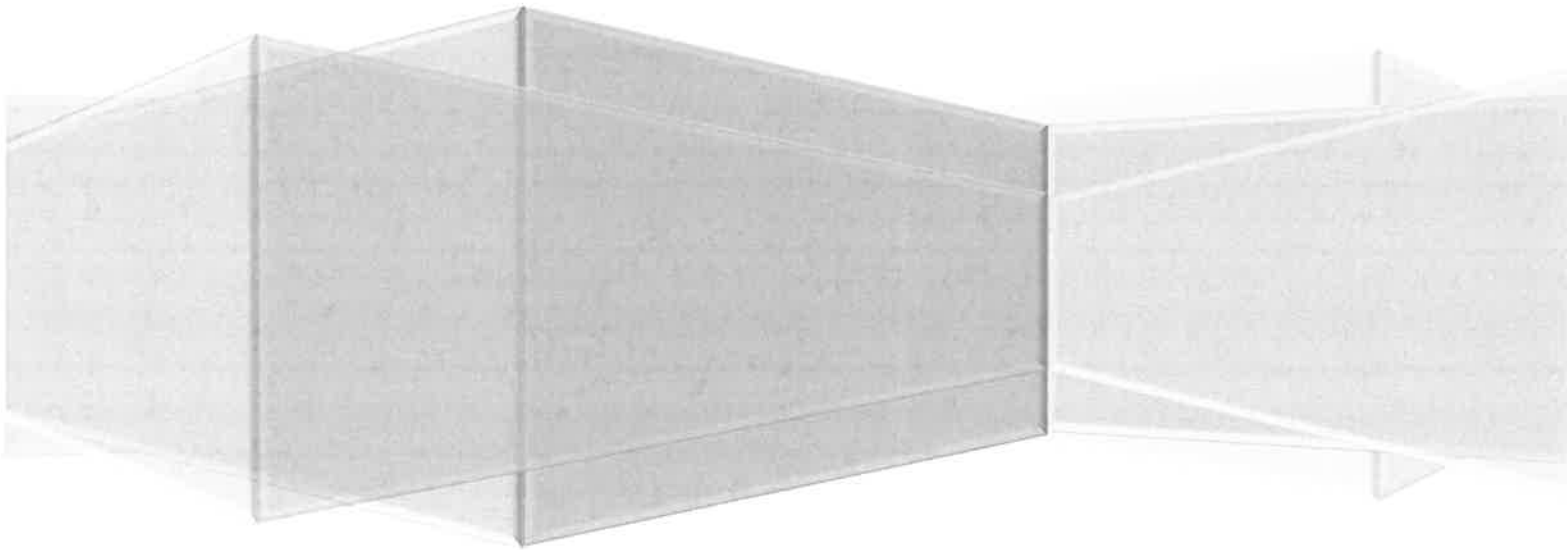
The School Wellness Committee is advisory to the District Wellness Committee meets at least quarterly to review plan implementation, progress made on attainment of goals, nutrition and physical activity policies, evidence on student health impact, and effective programs and program elements. In addition, the district wellness plan will be reviewed annually, and recommendations for changes will be discussed.

## **9. Wellness Plan Implementation and Enforcement**

All building administrators are responsible for implementing and enforcing the wellness plan at their building. All employees are responsible for implementing and complying with this plan while in the workplace in the presence of students.

**Spencer County Elementary School**

# **School Wellness Plan**



## **Spencer County Elementary School Wellness Plan**

The Spencer County Public School Board recognizes its responsibility to provide a healthy learning environment by supporting wellness, good nutrition and regular physical activity as outlined in SCPS Board Plan 09.2. This School Wellness Plan promotes life-long wellness behaviors, and links healthy nutrition and exercise to students' overall physical well-being. Healthy eating behaviors and regular physical activity are essential for students to achieve their full academic and life potential.

This School Wellness Plan also supports employee life-long wellness behaviors, linking healthy nutrition and exercise to overall health, job performance and a positive work environment. Specifically, the (School Name) shall strive to accomplish the following physical activity, nutrition education, nutrition goals, and wellness goals:

### **1. Physical Education**

*The physical education curriculum shall teach students the importance of physical fitness and expose students to a wide variety of physical activities so students develop the concepts and skills necessary to be active for life. The physical education curriculum shall meet or exceed state standards, including emphasis on health-related physical fitness and lifetime activities. Student involvement in other activities involving physical activity shall not be a substitute for meeting the physical education requirement.*

Spencer County schools is committed to providing a school environment that enhances learning and development of lifelong wellness practices. The physical education curriculum is aligned to the practical living standards of the Kentucky core academic content. Personal wellness, nutrition, safety, psychomotor skills and lifetime physical wellness are the key areas of focus.

The primary goal for physical education is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short and long-term benefits of a physically active and healthy lifestyle. Each school will utilize core content/practical living standards to increase the quality of the physical education instruction as well as increase physical activity opportunities throughout the school environment.

- A.)** Physical activity is integrated across curricula and throughout the school day. Movement can be made a part of science, math, social studies and language arts, etc.
- B.)** Instruction for special health-care needs is provided.
- C.)** Certified physical education teachers teach all physical education classes.
- D.)** Physical activity facilities on school grounds are safe.
- E.)** School evaluates opportunities for before and/or after school programs that promote physical activity for students.
- F.)** School encourages families and community members to institute programs that support physical activity and provide families with information to help them incorporate physical activity into student's lives.
- G.)** School staff members serve as role models for students for health and wellness. Schools will also engage staff to be involved in employee wellness programs.

## **2. Physical Activities**

*All Elementary Schools shall schedule daily gross motor to encourage students in active play and to encourage lifelong fitness and wellness development. All district schools shall offer a range of activities for all students, including students with disabilities and students with special health care needs, as additional ways to be physically active.*

### Activities and Evidence

1. Playground activities on outside equipment
2. Walking Track
3. 20 minutes of daily gross motor time
4. Minds in Motion
5. Guided exercise sessions/ whole brain instruction brain breaks (Just Dance, Wulfe Brothers, Go Noodle, Greg, and Steve, Dr. Jean, hokey pokey etc., 10-10-10 break, stretching between activities, adventure to fitness)
6. Movement activities for academic review (4 corners, musical journals, milling to music, etc.)
7. Change partners using locomotor movement to music to find new partners for discussion topics.
8. Using drama and body motions to teach and review academic content (charades, skits, cheering vocabulary, math vocabulary geometry movements, counting while performing movements, motions to songs and play, acting out a concept like a seed growing into a plant)
9. Folk Dancing and parachute movement in music class
10. Different work location options, movement options during work time, and differentiated seating options (chairs, floor, crates, different types of chairs, wiggle cushions, balance balls).
11. Cub Miles
12. New York Road Runners Strides Program
13. After School Clubs (running, fitness, zumba, archery, chess, volleyball, drama, percussion, etc)

## **3. Health Education**

*The health education curriculum shall teach students the concepts, attitudes, skills and behavior for life-long healthy eating habits and physical activity. The District supports curriculum standards and student outcomes for health education that include an emphasis on good nutrition, disease prevention and healthy lifestyles.*

### Activities and Evidence

1. Health education follow Kentucky Core Academic Standards for Primary/Intermediate Health Education (Aligned to National Physical Education Standards)
2. School nurse provides a yearly 5<sup>th</sup> grade Health, Hygiene and Puberty Program
3. School nurse provides a yearly *Be the Beat* 5<sup>th</sup> grade –**hands only** CPR lesson
4. School nurse provides Heimlich Hero's program for 4<sup>th</sup> grade students
5. Preschool and Kindergarten hand washing program
6. Yearly vision screenings on all 1,3,5<sup>th</sup> grades
7. Yearly hearing screenings on all K,2,4<sup>th</sup> grades
8. Yearly Heights, Weights, and BMI measurements for 1<sup>st</sup> -5<sup>th</sup> grade students
9. Guidance lessons: Self Esteem, Positive Thinking, Respect, Conflict Resolution, Social Skills and Hygiene, Anger Management, Decision Making Skills, Coping with Grief, and Divorce Group.
10. Red Ribbon Lesson- Making Healthy Choices
11. 5<sup>th</sup> grade anti- bullying program
12. Spencer County Health Fair/Readifest provides health resources and free health screenings.



#### **4. Nutrition Education**

*The nutrition education curriculum shall emphasize the knowledge and skills for a lifetime of healthy eating behaviors and be consistent with state and national standards and guidelines, such as the Dietary Guidelines for Americans.*

##### **Activities and Evidence**

1. Health education follow Kentucky Core Academic Standards for Primary/Intermediate Health Education (aligned to National Physical Education standards)
2. Health & Fitness club teaches the Dietary Guidelines for Americans and eat snacks that follow the guidelines.

#### **5. School Nutrition Programs**

*The School Nutrition Department shall promote healthy meals and healthy meal alternatives as part of the educational learning environment to promote a healthy lifestyle and reduce the incidence of childhood obesity. Students shall receive the same quality school lunch and/or breakfast regardless of eligibility status, under all circumstances. All district schools shall participate in federal child nutrition programs (NSLP and NSBP). The district shall comply with federal program guidelines and applicable state and federal laws and regulations. Food safety will be a major part of the school nutrition program.*

##### **Activities and Evidence**

1. Planned 3 week rotating menu for the year.
2. Menus and recipes are posted on the district website.
3. Copy of the menu is sent home with students
4. Daily menu is announced on the Bearly News program

#### **6. Nutrition and Wellness Promotion in the School Environment**

*The entire school environment shall reflect the District's commitment to student and staff wellness. All food and beverage vending machines accessible to students on school campus shall be limited to products meeting USDA nutritional guidelines. Foods of minimal nutritional value shall not be sold/served/provided to students during school hours. The exception to this is celebration foods. Celebration foods that are less nutritious should be limited to occasionally and not served prior to lunch. Staff are encouraged to serve as nutrition role models for students. Parents are encouraged to provide nutritional foods for lunches and snacks.*

##### **Activities and Evidence**

1. Vending machines are not available to students.
2. Celebrations are limited to major holidays or academic achievement rewards.
3. Outside (fast food) is not allowed in the cafeteria.
4. Parents are requested to send healthy snack options for their child.
5. Posters are used to promote nutrition and wellness throughout the school.
6. School nurse discusses good nutrition with each student encounter.
7. Water bottles are allowed to be used in classrooms for students to stay hydrated.
8. During Summer Enrichment Program, student are presented with a Healthy Snack lesson provided by the Spencer County Cooperative Extension Office and a Fitness Program (Hula Hoops) offered by AHEC.

## **7. Employee Wellness**

*Health and wellness shall be promoted to and promoted by district employees. The district shall provide wellness programs, educational opportunities and a healthy work environment to encourage employee health and well-being.*

### **Activities and Evidence**

1. Staff is invited to participate in the Health & Wellness and Running clubs by SCES club leaders.
2. Staff is invited to participate in Zumba Club on Mondays after school.
3. Flu shots are offered to school employees as provided by the local health department.
4. Healthy recipes and health tips are provided in the district's employee newsletter.
5. January- SCES – Yearly weight loss initiative for staff provided. Program encourages healthy habits, weight loss, and group support.
6. School nurse provides access to scale and BMI calculation as well as blood pressure measurement as needed.
7. Wellness incentives through employee's insurance program
8. Yearly emergency medication delegation training provided to staff by school nurse with midyear review of medication administration skill.
9. CPR/First Aid classes offered free of charge to select staff (administration, office personnel, Emergency Response Team Members, FMD staff, preschool teachers, coaches)

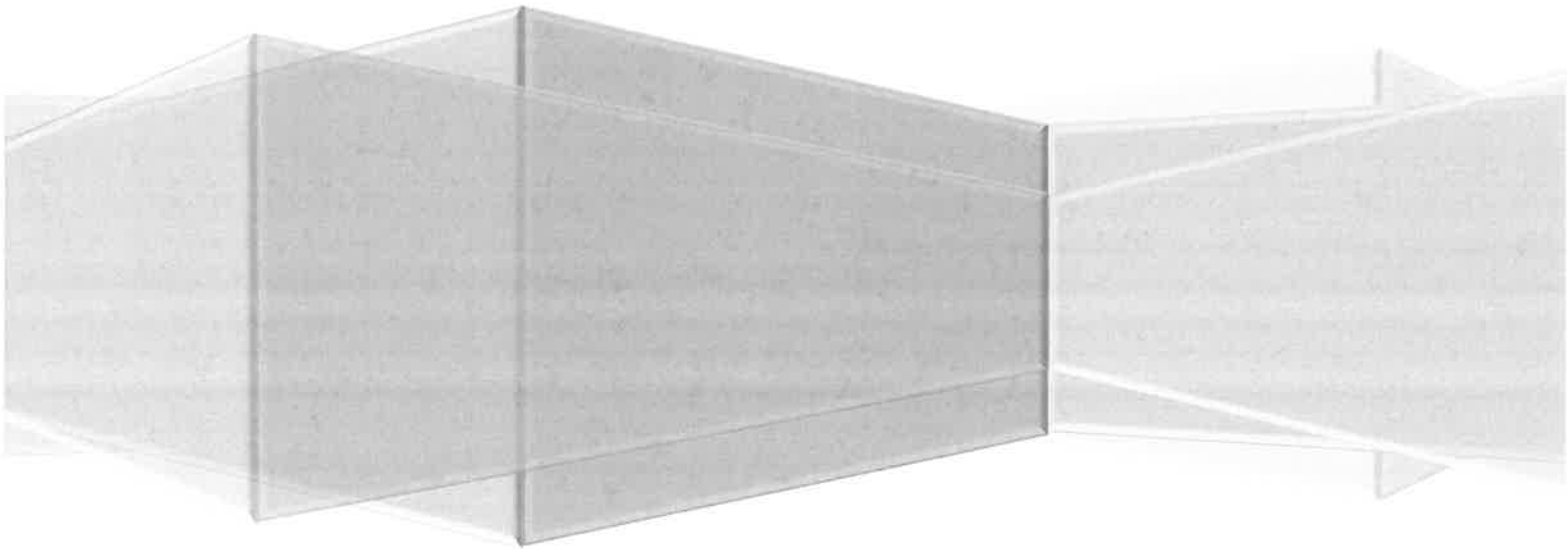
## **8. Wellness Committee**

The School Wellness Committee is advisory to the District Wellness Committee meets at least quarterly to review plan implementation, progress made on attainment of goals, nutrition and physical activity policies, evidence on student health impact, and effective programs and program elements. In addition, the district wellness plan will be reviewed annually, and recommendations for changes will be discussed.

## **9. Wellness Plan Implementation and Enforcement**

All building administrators are responsible for implementing and enforcing the wellness plan at their building. All employees are responsible for implementing and complying with this plan while in the workplace in the presence of students.

# **Spencer County Middle School Wellness Plan**



## **Spencer County Middle School Wellness Plan**

The Spencer County Public School Board recognizes its responsibility to provide a healthy learning environment by supporting wellness, good nutrition and regular physical activity as outlined in SCPS Board Policy 09.2. This School Wellness Plan promotes life-long wellness behaviors, and links healthy nutrition and exercise to students' overall physical well-being. Healthy eating behaviors and regular physical activity are essential for students to achieve their full academic and life potential.

This School Wellness Plan also supports employee life-long wellness behaviors, linking healthy nutrition and exercise to overall health, job performance and a positive work environment. Specifically, Spencer County Middle School shall strive to accomplish the following physical activity, nutrition education, nutrition goals, and wellness goals:

### **1. Physical Education**

The physical education curriculum shall teach students the importance of physical fitness and expose students to a wide variety of physical activities so students develop the concepts and skills necessary to be active for life. The physical education curriculum shall meet or exceed state standards, including emphasis on health-related physical fitness and lifetime activities. Student involvement in other activities involving physical activity shall not be a substitute for meeting the physical education requirement.

#### **Activities and Evidence**

1. P.E. Curriculum throughout the year: 2 week units divided up into 4 areas, Individual sports, team sports 1 and 2, and Fitness. Lifetime activities are incorporated into each different area. Examples: Archery, Tennis, Badminton, Volleyball, Ultimate Frisbee, Basketball, Wiffleball/Softball, Team Handball, and several others. These lifetime activities are geared so students can learn and do these throughout their life. Rules and regulations are part of what is learned along with how to participate in the game. Manipulative skills are used to assist the learning of each activity. Each activity has fitness and wellness embedded into them so the students see the benefits of the activity. The Fitness unit assesses the students' fitness at the beginning of the semester. The students then do different fitness activities and test again at the end of the unit.
2. FMD students participate in P.E. all year.

### **2. Recess and Other Physical Activities**

All elementary schools shall schedule daily recess for students and encourage students in active play. All district schools shall offer a range of activities for all students, including students with disabilities and students with special health care needs, as additional ways to be physically active.

#### **Activities and Evidence:**

1. GRIZZLIES BEYOND THE BELL OFFERS 30 MINUTES DAILY OF LARGE MOTOR SKILL ACTIVITY. STUDENTS PARTICIPATE IN GROUP GAMES AND ACTIVITIES. WE OFFER OUTSIDE RECESS, SPORTS AND RECREATION. WE HAVE A VARIETY OF SPORTS EQUIPMENT AVAILABLE THAT IS USED ON A REGULAR BASIS. BASKETBALLS, SOCCER BALLS, VOLLEYBALLS, PLAYGROUND BALLS, FOOTBALLS, HULA HOOPS, JUMP ROPES ETC.
2. WE ALSO OFFER A VARIETY OF CLUBS THAT HAVE A PHYSICAL ACTIVITY ASPECT.

3. THE ULTIMATE FRISBEE CLUB PLAYS VARIOUS GAMES OF ULTIMATE FRISBEE EACH WEEK FOR AN HOUR.
4. THE RUNNING CLUB PARTICIPATES IN LONG DISTANCE RUNNING AS WELL AS SHORT SPRINTS & RELAY RACES.
5. Fit and fun club meets on Tuesdays from 3-4 each week after school.
6. Karate is offered each week. STUDENTS WILL LEARN PROPER STRECHING AS WELL AS Karate techniques.
7. Field Hockey is offered one day a week after Christmas break.
8. Archery club meets each week.
9. The core is an all-boys club physical fitness club.
10. FMD students participate in PE all year long.

### **3. Health Education**

The health education curriculum shall teach students the concepts, attitudes, skills and behavior for life-long healthy eating habits and physical activity. The District supports curriculum standards and student outcomes for health education that include an emphasis on good nutrition, disease prevention and healthy lifestyles.

#### **Activities and Evidence**

1. School Health Nurse provides health education on Puberty, Hygiene, and Growth & Development. We utilize the *Proctor & Gamble "Being Girl"* program which teaches and embraces the ever changing body throughout Puberty.
2. School Health Nurse provides health education on BSE (breast self-exam). We utilize the *Get In Touch Foundation and Daisy Wheel* program. This program teaches the importance of and how to do a self-breast exam.
3. Some health areas are covered during the 5<sup>th</sup> period block in each student's workbook. Science teachers may also cover part of the health curriculum.
4. Yearly Vision Screenings for all 7<sup>th</sup> grade students
5. Yearly heights/weights and BMI's for all students.

### **4. Nutrition Education**

The nutrition education curriculum shall emphasize the knowledge and skills for a lifetime of healthy eating behaviors and be consistent with state and national standards and guidelines, such as the Dietary Guidelines for Americans.

#### **Activities and Evidence**

1. STUDENTS TAKE PART IN HEALTH & NUTRITION CLASSES PROVIDED THROUGH A SPENCER COUNTY EXTENSION HEALTH SCIENCE REPRESENTATIVE.
2. GBB COOKING CLUB ALSO HAS WEEKLY LESSONS ON HEALTH AND NUTRITION, WITH A FOCUS ON HEALTHY COOKING.

## **5. School Nutrition Programs**

The School Nutrition Department shall promote healthy meals and healthy meal alternatives as part of the educational learning environment to promote a healthy lifestyle and reduce the incidence of childhood obesity. Students shall receive the same quality school lunch and/or breakfast regardless of eligibility status, under all circumstances. All district schools shall participate in federal child nutrition programs (NSLP and NSBP). The district shall comply with federal program guidelines and applicable state and federal laws and regulations. Food safety will be a major part of the school nutrition program.

### **Activities and Evidence**

1. Planned 3 week rotating menu for the year.
2. Menus and recipes are posted on District website.
3. Nutritional information is made available on the District website.

## **6. Nutrition and Wellness Promotion in the School Environment**

The entire school environment shall reflect the District's commitment to student and staff wellness. All food and beverage vending machines accessible to students on school campus shall be limited to products meeting USDA nutritional guidelines. Foods of minimal nutritional value shall not be sold/served/provided to students during school hours. The exception to this is celebration foods. Celebration foods that are less nutritious should be limited to occasionally and not served prior to lunch. Staff are encouraged to serve as nutrition role models for students. Parents are encouraged to provide nutritional foods for lunches and snacks.

### **Activities and Evidence**

1. The vending machines available to students is filled with water and orange juice. There are no vending machines that serve candy or chips.
2. Staff members comply with not serving food prior to lunches.
3. No restaurant or fast food items are allowed in the cafeteria at lunch time.
4. Holiday parties/activities are limited and teachers should take into consideration the health concerns of his/her classroom, and encourage healthy food choices.
5. Vending machines for public use shall be accessible 30 minutes after student dismissal.
6. Soft drinks/cafeinated drinks will not be consumed by students during school hours.
7. Teachers are encouraged not to use food items as incentives or rewards for students.
8. School Nurse reinforces proper nutrition and physical activity with each student encounter.

## **7. Employee Wellness**

Health and wellness shall be promoted to and promoted by district employees. The district shall provide wellness programs, educational opportunities and a healthy work environment to encourage employee health and well-being.

### **Activities and Evidence**

1. EMPLOYEES ARE ENCOURAGED TO PARTICIPATE IN CLUB ACTIVITIES WITH STUDENTS. MOST CLUBS ARE EMPLOYEE LEAD AND EMPLOYEES OFTEN PARTICIPATE WITH STUDENTS.

2. School Health Nurse provides health screenings, such as, Blood Pressure, BMI Assessment.
3. Weight loss support groups are offered as a way to encourage weight loss, promote healthy habits, discuss the importance of healthy nutrition and physical activity, as well as, offer emotional encouragement in a group setting.
4. School Health Nurse, in conjunction with North Central District Health Department, offers yearly Flu vaccine to all faculty and staff.
5. School employees are offered use of the weight/exercise room – treadmill, elliptical, free weights
6. Wellness incentives are also encouraged through the employee's insurance program.

#### **8. Wellness Committee**

All school districts participating in the USDA school meals program are required to establish a wellness committee to formulate, implement, evaluate a district wellness policy and report information annually on the school nutrition environment, for all schools in the district, to the public.

The Wellness Committee is advisory to the appropriate committee as designated by the School Board and shall meet at least quarterly to review policy implementation, progress made on attainment of goals, nutrition and physical activity policies, evidence on student health impact, and effective programs and program elements. In addition, the district wellness policy will be reviewed annually, and recommendations for changes or additions will be sent to the School Board for approval.

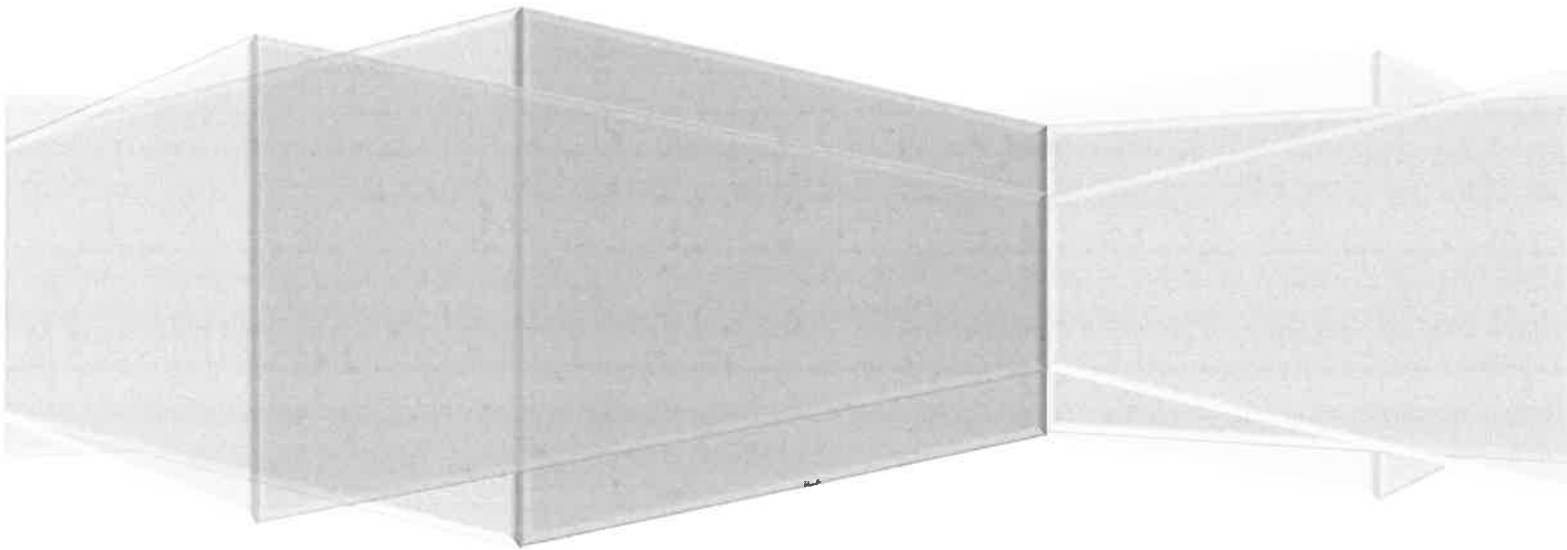
#### **9. Wellness Policy Implementation and Enforcement**

All building administrators are responsible for implementing and enforcing the wellness policy at their building. All district employees are responsible for implementing and complying with this policy while in the workplace in the presence of students.

SCMS Wellness Committee will meet yearly to review, revise and update the SCMS Wellness Plan.

**Spencer County High School**

# **School Wellness Plan**





## **Spencer County High School Wellness Plan**

The Spencer County Public School Board recognizes its responsibility to provide a healthy learning environment by supporting wellness, good nutrition and regular physical activity as outlined in SCPS Board Plan 09.2. This School Wellness Plan promotes life-long wellness behaviors, and links healthy nutrition and exercise to students' overall physical well-being. Healthy eating behaviors and regular physical activity are essential for students to achieve their full academic and life potential.

This School Wellness Plan also supports employee life-long wellness behaviors, linking healthy nutrition and exercise to overall health, job performance and a positive work environment. Specifically, the (School Name) shall strive to accomplish the following physical activity, nutrition education, nutrition goals, and wellness goals:

### **1. Physical Education**

*The physical education curriculum shall teach students the importance of physical fitness and expose students to a wide variety of physical activities so students develop the concepts and skills necessary to be active for life. The physical education curriculum shall meet or exceed state standards, including emphasis on health-related physical fitness and lifetime activities. Student involvement in other activities involving physical activity shall not be a substitute for meeting the physical education requirement.*

#### **Activities and Evidence**

1. All students are required to take a physical education course during their high school years. Several courses are offered for advanced PE for the upper classmen. Health class is offered as well with an emphasis on healthy lifestyle living, substance abuse, and physical activity as a daily activity.

### **2. Physical Activities**

*All elementary schools shall schedule daily recess for students and encourage students in active play. All district schools shall offer a range of activities for all students, including students with disabilities and students with special health care needs, as additional ways to be physically active.*

#### **Activities and Evidence**

1. Several physical activities are offered at the high school level especially in the extracurricular area. Spencer County High School offers the following sports to encourage students to continue a physical activity: Football, basketball (girls/boys), soccer (girls/boys), tennis (girls/boys), archery (co-ed), Cheerleading (co-ed), dance team (girls), softball, baseball, track/field (co-ed), volleyball (girls), wrestling, cross country (girls/boys), swim team, and golf team.

### **3. Health Education**

*The health education curriculum shall teach students the concepts, attitudes, skills and behavior for life-long healthy eating habits and physical activity. The District supports curriculum standards and student outcomes for health education that include an emphasis on good nutrition, disease prevention and healthy lifestyles.*

#### **Activities and Evidence**

1. All freshman students are required to take a health through the lifespan class. SCHS now offers a health science career technical curriculum for those interested in entering the medical field which incorporates medical knowledge as well as healthy lifestyle. The family consumer science department also incorporates life- skills, food science/nutrition, and human development courses that includes health information within the curriculum.

#### **4. Nutrition Education**

*The nutrition education curriculum shall emphasize the knowledge and skills for a lifetime of healthy eating behaviors and be consistent with state and national standards and guidelines, such as the Dietary Guidelines for Americans.*

##### **Activities and Evidence**

1. Through the family consumer science department courses are offered in foods and food nutrition. SCHS offers seniors the opportunity to complete their Safe Serve certification in order to work within the food service industry. The Health Science courses also incorporate nutritional guidelines instruction for the health and wellness of patient care.

#### **5. School Nutrition Programs**

*The School Nutrition Department shall promote healthy meals and healthy meal alternatives as part of the educational learning environment to promote a healthy lifestyle and reduce the incidence of childhood obesity. Students shall receive the same quality school lunch and/or breakfast regardless of eligibility status, under all circumstances. All district schools shall participate in federal child nutrition programs (NSLP and NSBP). The district shall comply with federal program guidelines and applicable state and federal laws and regulations. Food safety will be a major part of the school nutrition program.*

##### **Activities and Evidence**

1. Planned rotating three week menu for the school year. Menu meets all federal and state nutritional regulations.
2. Menus are posted on the district website. Additionally, the menus include the carbohydrate counts for each set of menu items.
3. Nutritional information is posted on the website.

#### **6. Nutrition and Wellness Promotion in the School Environment**

*The entire school environment shall reflect the District's commitment to student and staff wellness. All food and beverage vending machines accessible to students on school campus shall be limited to products meeting USDA nutritional guidelines. Foods of minimal nutritional value shall not be sold/served/provided to students during school hours. The exception to this is celebration foods. Celebration foods that are less nutritious should be limited to occasionally and not served prior to lunch. Staff are encouraged to serve as nutrition role models for students. Parents are encouraged to provide nutritional foods for lunches and snacks.*

##### **Activities and Evidence**

1. Through our SBDM policy, no outside food or drink is allowed during the school operating hours by students. Also, no food should be consumed outside of the cafeteria with the exception of those students with medical issues.

#### **7. Employee Wellness**

*Health and wellness shall be promoted to and promoted by district employees. The district shall provide wellness programs, educational opportunities and a healthy work environment to encourage employee health and well-being.*

##### **Activities and Evidence**

1. Employees are encouraged to participate as team coaches at SCHS or at the SCMS. Employees participate in their personal fitness after school via walking or across the street at the local fitness club, Anytime Fitness. Wellness incentives are also encouraged through the employee's insurance program.

## **8. Wellness Committee**

The School Wellness Committee is advisory to the District Wellness Committee meets at least quarterly to review plan implementation, progress made on attainment of goals, nutrition and physical activity policies, evidence on student health impact, and effective programs and program elements. In addition, the district wellness plan will be reviewed annually, and recommendations for changes will be discussed.

SCHS has developed a wellness committee for the 2014-2015 school year consisting of the food service director, cafeteria manager, student representative, and health science instructor. This wellness plan has been compiled this year and will be reviewed annually.

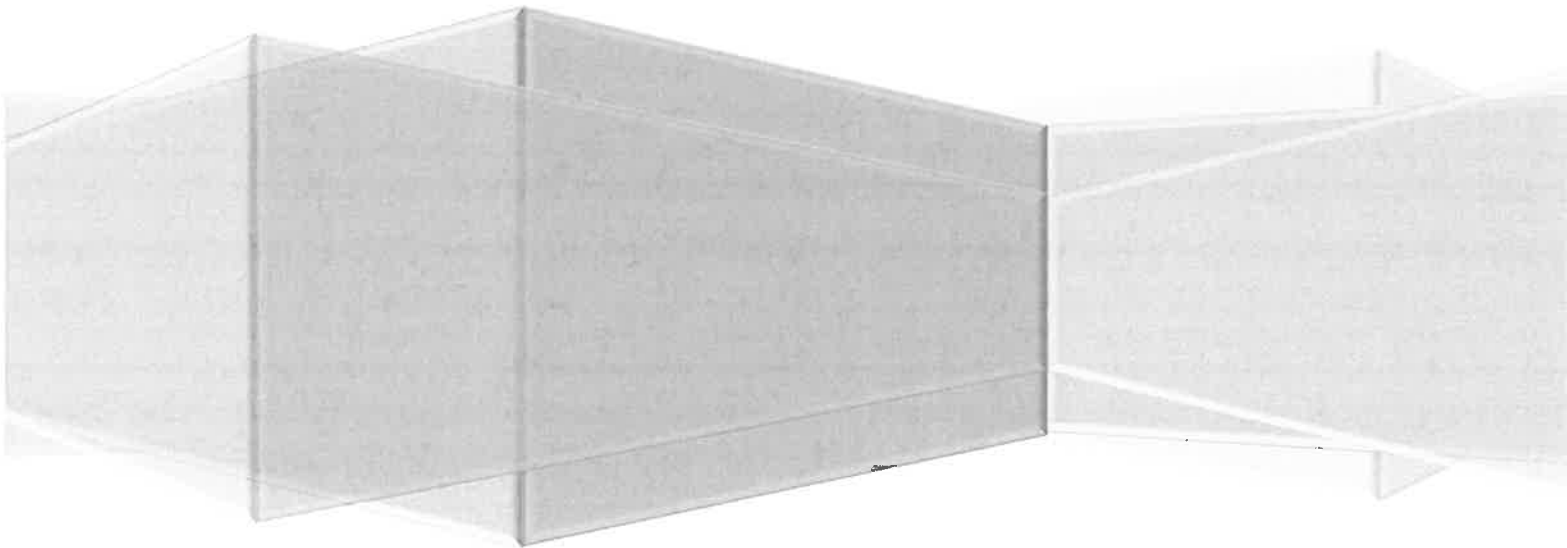
## **9. Wellness Plan Implementation and Enforcement**

All building administrators are responsible for implementing and enforcing the wellness plan at their building. All employees are responsible for implementing and complying with this plan while in the workplace in the presence of students,

The current wellness plan has been revised and will be approved by the SBDM council.

**Taylorsville Elementary School**  
**Spencer County Preschool Wellness Plan**  
**Hillview Academy Wellness Plan**

# School Wellness Plan



**Taylorsville Elementary School Wellness Plan**  
**Spencer County Preschool Wellness Plan**  
**Hillview Academy Wellness Plan**

The Spencer County Public School Board recognizes its responsibility to provide a healthy learning environment by supporting wellness, good nutrition and regular physical activity as outlined in SCPS Board Plan 09.2. This School Wellness Plan promotes life-long wellness behaviors, and links healthy nutrition and exercise to students' overall physical well-being. Healthy eating behaviors and regular physical activity are essential for students to achieve their full academic and life potential.

This School Wellness Plan also supports employee life-long wellness behaviors, linking healthy nutrition and exercise to overall health, job performance and a positive work environment. Specifically, the (School Name) shall strive to accomplish the following physical activity, nutrition education, nutrition goals, and wellness goals:

**1. Physical Education**

*The physical education curriculum shall teach students the importance of physical fitness and expose students to a wide variety of physical activities so students develop the concepts and skills necessary to be active for life. The physical education curriculum shall meet or exceed state standards, including emphasis on health-related physical fitness and lifetime activities. Student involvement in other activities involving physical activity shall not be a substitute for meeting the physical education requirement.*

**Activities and Evidence**

1. TES will follow the Kentucky Core Standards for Primary/Intermediate Physical Education by having each student participate in physical education class a minimum of once per week.
2. Lessons plans to reflect activities.
3. Assessing student's level of activity in grades 3-5 at least four times a year by using the Fitnessgram Pacer Test.
4. Clubs- running, gardening, cheer, Health/Wellness

**2. Physical Activities**

*All elementary schools shall schedule daily recess for students and encourage students in active play. All district schools shall offer a range of activities for all students, including students with disabilities and students with special health care needs, as additional ways to be physically active.*

**Activities and Evidence**

1. Each student shall engage in 15 minutes of planned moderate to vigorous activity, preferably outdoors, on days they do not attend Physical Education class. The school shall provide space and equipment to make the activity possible and appealing to the students. The arrangements must fit within the limits of our building and staff.
2. Teachers shall make all reasonable efforts to avoid periods of more than 40 minutes when students are physically inactive. When possible, physical activity should be integrated into learning activities, such as Take 10, Brain Breaks, Gonoodle.com, Just Dance, "The Gulps", Kidz Bop, math songs with movement, yoga, exercise balls, etc.

### **3. Health Education**

*The health education curriculum shall teach students the concepts, attitudes, skills and behavior for life-long healthy eating habits and physical activity. The District supports curriculum standards and student outcomes for health education that include an emphasis on good nutrition, disease prevention and healthy lifestyles.*

#### **Activities and Evidence**

1. 5<sup>th</sup> grade Health, Hygiene and Puberty Program
2. 5<sup>th</sup> grade Hands Only CPR class- Be the Beat
3. SMILE KY speaker –dental
4. Kindergarten Louisville Water hand washing program
5. Yearly vision screenings for 1<sup>st</sup>, 3<sup>rd</sup> and 5<sup>th</sup> grades
6. Yearly hearing screenings for K, 2<sup>nd</sup> and 4<sup>th</sup> grades
7. Yearly heights/weights and BMI's for 1<sup>st</sup>-5<sup>th</sup> grades
8. Cookbooks for Kids – available to check out in library

### **4. Nutrition Education**

*The nutrition education curriculum shall emphasize the knowledge and skills for a lifetime of healthy eating behaviors and be consistent with state and national standards and guidelines, such as the Dietary Guidelines for Americans.*

#### **Activities and Evidence**

1. By following Kentucky Core Standards for Primary/Intermediate Health Education.
2. Health/Wellness Club discussed dietary guidelines and meal planning.

### **5. School Nutrition Programs**

*The School Nutrition Department shall promote healthy meals and healthy meal alternatives as part of the educational learning environment to promote a healthy lifestyle and reduce the incidence of childhood obesity. Students shall receive the same quality school lunch and/or breakfast regardless of eligibility status, under all circumstances. All district schools shall participate in federal child nutrition programs (NSLP and NSBP). The district shall comply with federal program guidelines and applicable state and federal laws and regulations. Food safety will be a major part of the school nutrition program.*

#### **Activities and Evidence**

1. Planned (rotating) 3 week menu for the year.
2. Menus are posted on the school website, sent home with students and announced every morning during the morning assembly.
3. Nutritional information is made available upon request.

### **6. Nutrition and Wellness Promotion in the School Environment**

*The entire school environment shall reflect the District's commitment to student and staff wellness. All food and beverage vending machines accessible to students on school campus shall be limited to products meeting USDA nutritional guidelines. Foods of minimal nutritional value shall not be sold/served/provided to students during school hours. The exception to this is celebration foods. Celebration foods that are less nutritious should be limited to occasionally and not served prior to lunch. Staff are encouraged to serve as nutrition role models for students. Parents are encouraged to provide nutritional foods for lunches and snacks.*

#### **Activities and Evidence**

1. Parents are encouraged to send healthy snacks and lunches for their children.
2. Food will not be allowed for birthday celebrations- each classroom will develop ways to recognize birthdays that best suits their classroom.
3. No restaurant or fast food items are allowed in the cafeteria.
4. Teachers will plan in advance for holiday parties, taking into consideration the health concerns of his/her classroom, and encourage healthy food choices (i.e. fruit, vegetables, etc.). Parties shall be held at least ½ hour after the last lunch is served.

5. Vending machines for public use shall be accessible 30 minutes after student dismissal.
6. Soft drinks and caffeine enhanced drinks will not be consumed by students during the school day.
7. Visual aides are used in the hallways and cafeteria to promote nutrition and wellness.
8. Teachers are encouraged not to use food items as incentives or rewards for students.

## **7. Employee Wellness**

*Health and wellness shall be promoted to and promoted by district employees. The district shall provide wellness programs, educational opportunities and a healthy work environment to encourage employee health and well-being.*

### **Activities and Evidence**

1. Flu vaccine is offered yearly.
2. Health tips/recipes in the district newsletter.
3. School Nurse provides blood pressure, weight monitor as needed.
4. Staff may participate in weight management contest in January.
5. Biometric screening provided by local health department.

## **8. Wellness Committee**

The School Wellness Committee is advisory to the District Wellness Committee meets at least quarterly to review plan implementation, progress made on attainment of goals, nutrition and physical activity policies, evidence on student health impact, and effective programs and program elements. In addition, the district wellness plan will be reviewed annually, and recommendations for changes will be discussed.

## **9. Wellness Plan Implementation and Enforcement**

All building administrators are responsible for implementing and enforcing the wellness plan at their building. All employees are responsible for implementing and complying with this plan while in the workplace in the presence of students.

# **Spencer County Public Schools Food Service Annual Assessment**

**Mark Thomas, Director of Operations**

**2018-2019**



# PREFACE

This publication has been developed pursuant to KRS 158.856. The statute requires that the School Food Service Director annually assess school nutrition in the district and issue a written report to parents, the local school board and school-based decision making councils. This tool may be used to guide the annual assessment and address compliance with the School Breakfast and National School Lunch Program; evaluate the availability of contracted fast foods or foods sold through commercial vendors; review access to foods and beverages sold outside the School Breakfast and National School Lunch Programs (including vending machines, school stores, canteens and a la carte cafeteria sales); provide a list of foods and beverages that are available to students (including the nutritional value of those foods and beverages) and make recommendations for the improving the school nutrition environment.

The Standards and Indicators for School Nutrition Programs (SISNP) workbook guides districts and schools as they assess their current status in the four standards relative to (1) administration, (2) nutrition integrity, (3) operations and (4) communications and marketing. The SISNP is used to intentionally and effectively plan how to allocate resources to ensure all children enjoy access to a school nutrition program that is administered and operated as an integral part of the learning community.

This document provides the detailed information districts and schools need to answer the essential questions about how to create and sustain excellence in their school nutrition programs. As the nutrition leadership team revisits the Standards and Indicators through the years, it will help team members to focus more effectively on implementing the elements of a school nutrition program that functions as a partner in helping our students reach proficiency.

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## PERFORMANCE STANDARD 1 – ORGANIZATION

**Standard 1: The school nutrition programs have been positioned and are accepted as part of the learning community.**

<b>Indicator</b>	<b>Performance Level: 3.0</b>			
	<b>4</b> <i>Exemplary level of development and implementation</i>	<b>3</b> <i>Fully functioning and operational level of development and implementation</i>	<b>2</b> <i>Limited development or partial implementation</i>	<b>1</b> <i>Little or no development and implementation</i>
<p><b>1.1 There is evidence that the district and schools envision the school nutrition programs as part of the learning community.</b></p> <p><u><b>Samples of Supporting Evidence:</b></u></p> <ul style="list-style-type: none"> <li>• District and school improvement plans.</li> <li>• 702 KAR 6:090 or local policy.</li> <li>• School organization charts.</li> <li>• School day schedules.</li> </ul>	<p><input type="checkbox"/> The district's or school's improvement plan or mission statement makes specific references to the health and learning readiness of children and the role that the school nutrition programs play in contributing to health and readiness to learn.</p> <p><input type="checkbox"/> The local board has adopted and the district and schools have implemented a policy for nutritional standards that is stricter than 702 KAR 6:090.</p> <p><input type="checkbox"/> Each school has an organized, functioning school nutrition team; a team that includes the district SFS Director and SBDM council representation and meets on a regular basis to address the whole range of issues from procurement to menus to dealing with students with special dietary needs.</p> <p><input type="checkbox"/> SBDM minutes reflect a consideration of the importance of access to breakfast and lunch in the decisions regarding the school day schedule.</p>	<p><input type="checkbox"/> The district's or school's improvement plan makes reference to the health and learning readiness of children.</p> <p><input type="checkbox"/> The district and schools have fully implemented the provisions of 702 KAR 6:090. Minimum nutritional standards for foods and beverages available on public school campuses during the school day; required nutrition and physical activity reports.</p> <p><input type="checkbox"/> The district SFS Director and the cafeteria manager meet with building administrators, counselors, teachers and students, where necessary, to deal with nutrition program issues.</p> <p><input type="checkbox"/> The SBDM council schedules the day in such a way as to give all students access to the breakfast and lunch programs.</p>	<p><input type="checkbox"/> The district and school improvement plans place no emphasis on the importance of student health and learning readiness and make no mention of the role of the school nutrition programs in a functioning learning community.</p> <p><input type="checkbox"/> The district and school implement the requirements of 702 KAR 6:090, regarding minimal nutritional standards for food and beverages sold outside of the school nutrition program and annual reporting on the status of the school nutrition program..</p> <p><input type="checkbox"/> The district SFS Director and cafeteria manager have limited regular contact with other school personnel.</p> <p><input type="checkbox"/> The school day is scheduled in such a way as to provide only a bare minimum of access to breakfast and lunch.</p>	<p><input type="checkbox"/> No reference to health and learning readiness of students in contained in the improvement plans of the district or schools.</p> <p><input type="checkbox"/> The district and schools do not implement 702 KAR 6:090.</p> <p><input type="checkbox"/> The district SFS Director and cafeteria manager have no contact with other school personnel.</p> <p><input type="checkbox"/> The schedule of the school day acts as a barrier to access to breakfast and lunch for some students.</p>

## PERFORMANCE STANDARD 2 – FINANCIAL MANAGEMENT

**Standard 2: The administration of the school nutrition programs is characterized by sound, data-driven financial and accounting practices in accordance with federal and state regulations and guidelines.**

Performance Level: 3.2				
Indicator	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>2.1 There is evidence that financial and accounting practices are based on data and comply with federal and state requirements.</b></p> <p><b><u>Samples of Supporting Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• Annual participation and financial goals.</li> <li>• Annual budget based on data.</li> <li>• Productivity standards.</li> <li>• Data management systems.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A detailed written annual budget is in place and reviewed periodically. The budget is developed using actual participation data and monthly income and expenditure data from the previous year adjusted for projected and actual increases in staff and food costs.</li> <li><input type="checkbox"/> The nutrition program annually adopts and adjusts short and long term participation and staffing goals and those are communicated regularly and reviewed periodically.</li> <li><input type="checkbox"/> Productivity standards are adopted and communicated to staff. Those standards are reviewed and adjusted where necessary on an annual basis.</li> <li><input type="checkbox"/> A system is in place to collect and review all aspects of program data. That system is part of a coordinated data collection and review effort involving schools and the district office. The system generates management reports that are used to make decisions regarding menu development, meal pricing, and staffing levels.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A written budget is developed annually using participation and monthly income and cost data from the previous year.</li> <li><input type="checkbox"/> The nutrition program adopts goals dealing with participation and reviews them annually.</li> <li><input type="checkbox"/> Productivity standards are in place and staff are aware of them.</li> <li><input type="checkbox"/> Data collection is on-going and is coordinated between schools and the district office. Management reports are used to make program decisions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District and school staff are cognizant of participation, income and cost data.</li> <li><input type="checkbox"/> Participation is reviewed monthly.</li> <li><input type="checkbox"/> Staffing is based on meals per labor hour factors.</li> <li><input type="checkbox"/> Data collection is sufficient to make reports to the state agency, but is not part of a coordinated, data-driven decision-making process.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff is unaware of participation, income and cost data or status.</li> <li><input type="checkbox"/> Participation is not reviewed regularly.</li> <li><input type="checkbox"/> Staffing is based on no discernible standards.</li> <li><input type="checkbox"/> Data collection is not timely, accurate and there is a history of late reporting to the state agency.</li> </ul>

## PERFORMANCE STANDARD 3 – HUMAN RESOURCES

**Standard 3: School nutrition program staff is qualified to implement the goals of the program.**

<b>Indicator</b>	<b>Performance Level: 3.7</b>			
	<b>4</b> <i>Exemplary level of development and implementation</i>	<b>3</b> <i>Fully functioning and operational level of development and implementation</i>	<b>2</b> <i>Limited development or partial implementation</i>	<b>1</b> <i>Little or no development and implementation</i>
<p><b>3.1 There is evidence that there is a system in place to hire, train, allocate, evaluate and motivate staff that will contribute to the learning of students.</b></p> <p><b><u>Samples of Supporting Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• Policies and procedures</li> <li>• Training agendas</li> <li>• Salary schedules</li> <li>• Professional association memberships</li> <li>• Level 2 certification or School Foodservice and Nutrition Specialist (SFNS) credential from the School Nutrition Association (SNA)</li> </ul>	<p><input type="checkbox"/> The school nutrition program has developed and the local board has adopted a Policy and Procedures Manual that details the system in place for hiring and treatment of employees. Those practices are in conformance with federal and state guidelines and are focused on recruiting and retaining a qualified, diverse workforce.</p> <p><input type="checkbox"/> Procedures are in place for the allocation of staff among the various schools. Allocation is based on factors such as participation, facilities, and preparation and serving systems. Those allocation standards are communicated to employees. Policies are in place to emphasize promotion from within the system.</p> <p><input type="checkbox"/> Salary schedules are written, available to staff and are reviewed annually to ensure that salary levels are comparable to those in both the public and private sectors.</p> <p><input type="checkbox"/> Training is an intentionally planned, ongoing effort available to all staff and designed not only to further current skills but also to allow staff to develop additional skills. The training is both on-</p>	<p><input type="checkbox"/> The district has adopted procedures to deal with the hiring and treatment of school nutrition program staff. Those procedures do conform to federal and state employment the guidelines and encourage the recruitment of a diverse workforce.</p> <p><input type="checkbox"/> Standards are in place to allocate staff among the various schools. Factors involved in participation, facilities, and preparation and serving systems.</p> <p><input type="checkbox"/> Salary schedules are written and available to all staff. Training activities are designed to enhance the employees' skills and capacities.</p> <p><input type="checkbox"/> There are regular staff meetings, both at the school level and between the district office and schools. Due to email and texting, face to face meetings are rarer yet communication is improved and ongoing.</p>	<p><input type="checkbox"/> Staffing procedures in place do conform with federal and state guidelines.</p> <p><input type="checkbox"/> Staff allocation is based on meals per labor hour standards.</p> <p><input type="checkbox"/> Salary schedules are written and available to employees.</p> <p><input type="checkbox"/> Training activities occur on an infrequent basis but are not designed to enhance staff skills.</p> <p><input type="checkbox"/> Staff meetings are infrequent and cover little of substance.</p> <p><input type="checkbox"/> Staff receives little feedback regarding job performance and recognition for work well-done is rare.</p> <p><input type="checkbox"/> Membership in professional associations is not encouraged.</p>	<p><input type="checkbox"/> There are no formal employment practices procedures in place.</p> <p><input type="checkbox"/> Staff allocations are based on no discernible standards.</p> <p><input type="checkbox"/> Salary schedules are not available to employees and are outdated.</p> <p><input type="checkbox"/> Staff meetings do not occur.</p> <p><input type="checkbox"/> Training activities do not occur or are not documented to any significant degree.</p> <p><input type="checkbox"/> No evaluation system is in place.</p> <p><input type="checkbox"/> No staff are members of professional associations.</p> <p><input type="checkbox"/> Sub employees do not participate in other then on-the-job training</p>

	the-job and job-embedded. Training activities and opportunities are evaluated annually.	<input type="checkbox"/> An evaluation system is in place and procedures are followed to conduct annual evaluations and provide feedback and recognition to employees.  <input type="checkbox"/> Memberships in professional associations such as SNA and KSNA are encouraged and attendance at and participation in association meetings and activities is allowed.		
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<b>Indicator</b>	<b>Performance Levels</b>			
	<b>4</b> <i>Exemplary level of development and implementation</i>	<b>3</b> <i>Fully functioning and operational level of development and implementation</i>	<b>2</b> <i>Limited development or partial implementation</i>	<b>1</b> <i>Little or no development and implementation</i>
<b>3.1 CONTINUED</b>  <b><u>Samples of Supporting Evidence:</u></b> <ul style="list-style-type: none"> <li>• Policies and procedures</li> <li>• Training agendas</li> <li>• Salary schedules</li> <li>• Professional association memberships</li> <li>• Level 2 certification or School Foodservice and Nutrition Specialist (SFNS) credential from the School Nutrition Association (SNA)</li> </ul>	<input type="checkbox"/> The SFS Director is Level 2 certified or holds the SFNS credential from the SNA., pursuant to KRS 158.856. (Documentation needs to be compiled and sent to SNA)  <input type="checkbox"/> Cafeteria managers receive two (2) hours annual training in applied nutrition and healthy meal planning and preparation.  <input type="checkbox"/> Communication among and between school nutrition program staff is promoted by regular meetings among managers and staff and between the district SFS Director and school cafeteria managers. Due to email and texting, face to face meetings are rarer yet communication is improved and ongoing.  <input type="checkbox"/> There is in place a formal evaluation system for all staff. The staff is evaluated at least annually by the district SFS Director and other appropriate staff persons who have received training in how to conduct the evaluations. Staff are recognized and rewarded for outstanding performance  <input type="checkbox"/> Memberships in professional associations such as SNA and KNSA are encouraged and attendance at and participation in association meetings and activities is facilitated.	<input type="checkbox"/> The SFS Manager and/or Director is Level 2 certified or holds the SFNS credential from the SNA, pursuant to KRS 158.856.  <input type="checkbox"/> Cafeteria managers receive two (2) hours annual training in applied nutrition and healthy meal planning and preparation.		

## STANDARD 4 – NUTRITION STANDARDS

**Standard 4: School Nutrition Program meals are planned to meet the nutritional needs of all students.**

Indicator	Performance Level: 4			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functional level of operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>4.1 Meals served (breakfasts, lunches and after school snacks) meet the nutritional needs of all students</b>  <b>Samples of Supporting Evidence:</b> <ul style="list-style-type: none"> <li>• Menus</li> <li>• Nutrient analysis</li> <li>• Individual Education Plans (IEP's)</li> </ul>	<input type="checkbox"/> Menus are planned to meet the nutritional requirements contained in 7 CFR 220 (breakfast) and 7 CFR 210 (lunch and after school snacks) and are characterized by daily choices of entrees and fruits and vegetables, at least two types of milk offered, and at least five foods containing a whole grain offered weekly.  <input type="checkbox"/> Lunch menus are analyzed to ensure they meet the standards of HHFKA of 2010.  <input type="checkbox"/> Staff receives training on and utilizes healthy preparation techniques to limit access to fat and sodium and proper portion controls for various age groups  <input type="checkbox"/> When required, school nutrition program staff participate in the development of IEP's, ensuring that students with special dietary needs enjoy access to nutritional meals.  <input type="checkbox"/> Contracted fast foods or foods sold through commercial vendors are available only one (1) day per week. (Currently not applicable)	<input type="checkbox"/> School nutrition program staffs are involved in menu planning. <input type="checkbox"/> Menus meet the requirements of the meal pattern set forth in the federal regulations and are characterized by both choice and variety. <input type="checkbox"/> Menus are analyzed to ensure that the targets with regard to fat and saturated fat are not exceeded. <input type="checkbox"/> Healthy preparation techniques are used and portion size controls are implemented. <input type="checkbox"/> School nutrition program staff responds to requests from students with special dietary needs. (with physician directives) <input type="checkbox"/> Contracted fast foods or foods sold through commercial vendors are available only one (1) day per week. (Currently not applicable)	<input type="checkbox"/> Menus are planned in advance and meet the requirements of the regulations. <input type="checkbox"/> Food offerings are limited in terms of choices and variety. <input type="checkbox"/> The district relies on the state agency for nutrient analysis. <input type="checkbox"/> Preparation techniques are not frequently reviewed nor does staff vary portion sizes among age groups. <input type="checkbox"/> Staff is not responsive to requests for accommodations for students with special dietary needs.	<input type="checkbox"/> Menus are planned day-by-day or week-to-week. <input type="checkbox"/> Food offerings are the minimum required by federal guidelines.



## STANDARD 5 – NUTRITION EDUCATION

**Standard 5: Nutrition education is embedded in all areas of the curriculum and the district and schools promote healthy eating habits.**

Indicator	Performance Levels: 3			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>5.1 Nutrition education is provided at all grade levels.</b></p> <p><b><u>Samples of Supporting Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• Professional development (PD) plans</li> <li>• Units of study</li> <li>• Lesson plans</li> <li>• Assessment tasks</li> <li>• Cafeteria visits</li> </ul> <p>Mostly relevant to elementary schools.</p>	<p><input type="checkbox"/> The district SFS Director and PD Coordinator collaborate to develop training for teachers to allow them to provide nutrition education throughout the curriculum, using <i>the Academic Expectations, Core Content and Program of Studies</i> and providing examples of how to teach nutrition principles in content areas such as reading, math, science and social studies.</p> <p><input type="checkbox"/> Teachers, especially at the elementary level, incorporate the content and teaching strategies into day-to-day classroom instruction and activities.</p> <p><input type="checkbox"/> Teachers designing assessment tasks include the nutrition education content in those tasks.</p> <p><input type="checkbox"/> Teachers use the cafeteria and kitchen facilities and school nutrition program staff as a laboratory and resource to both introduce new content and reinforce classroom content with students.</p>	<p><input type="checkbox"/> Teachers are aware of nutrition as a part of the <i>Academic Expectations, Core Content and Program of Studies</i> and receive some PD on how to incorporate nutrition education into other content areas.</p> <p><input type="checkbox"/> Teachers use the <i>My Plate Food Guide</i> and <i>The Dietary Guidelines for Americans</i> as a basis for nutrition education in the classroom.</p> <p><input type="checkbox"/> Assessment tasks do include nutrition education as a part of Practical Living.</p> <p><input type="checkbox"/> Teachers do take advantage of the resources available in the cafeterias and kitchens.</p>	<p><input type="checkbox"/> Teachers do develop units of study and lesson plans dealing with basic nutrition education.</p> <p><input type="checkbox"/> Teachers have little or no resources with which to address nutrition education in the classroom.</p> <p><input type="checkbox"/> Assessment tasks rarely include nutrition content</p> <p><input type="checkbox"/> Teachers encourage students to eat in the cafeteria.</p>	<p><input type="checkbox"/> Teachers are unaware of basic nutrition principles and rarely cover them in class.</p> <p><input type="checkbox"/> Teachers have little or no resources with which to address nutrition education in the classroom.</p> <p><input type="checkbox"/> Assessment tasks never include nutrition content.</p> <p><input type="checkbox"/> Teachers discourage students from eating in the cafeteria.</p>

Performance Levels: 3.2				
Indicator	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>5.2 The district and schools promote healthy eating habits.</b> Samples of Supporting Evidence: <ul style="list-style-type: none"> <li>702 KAR 6:090 or local policy</li> <li>Classroom rewards policies</li> <li>Parent newsletters or district/school websites</li> <li>Fund raising policies</li> </ul>	<input type="checkbox"/> The local board has adopted and the district and schools abide by a policy that is stricter than 702 KAR 6:090 with regard to the nutritional value of food and beverages available during the school day.  <input type="checkbox"/> Teachers are instructed that sweet and sugary food and beverage items shall not be used as incentives or rewards for desired classroom behavior and are given information and resources regarding alternatives.  <input type="checkbox"/> Parent newsletters or district/school websites emphasize the importance of helping students develop healthy eating habits, provide tips on healthy snacks, and provide information regarding breakfast and lunch menus.  <input type="checkbox"/> Fund raising policies prohibit the use of candies, cakes, cookies, etc., as items to be used for raising funds.	<input type="checkbox"/> The district and schools abide by the provisions of 702 KAR 6:090.  <input type="checkbox"/> Teachers are discouraged from using sweet and sugary food and beverage items as incentives or rewards for desired classroom behavior.  <input type="checkbox"/> Parent newsletters or district/school websites provide information regarding the importance of healthy eating habits and promote the school nutrition program as an avenue for balanced meals.  <input type="checkbox"/> Fund raising policies discourage the use of candies, cakes, cookies, etc., as items to be used for raising funds.	<input type="checkbox"/> The district and schools abide by the provisions of 702 KAR 6:090.  <input type="checkbox"/> Teachers infrequently use sweet and sugary food and beverage items as incentives or rewards for desired classroom behavior.  <input type="checkbox"/> Parent newsletters or district/school websites provide information about the school breakfast and lunch programs.  <input type="checkbox"/> Fund raising policies do not mention the types of food and beverage items that can be sold.	<input type="checkbox"/> There are no restrictions on the types of items or when they can be sold in the school.  <input type="checkbox"/> Teachers routinely use sweet and sugary food and beverage items as incentives or rewards for desired classroom behavior.  <input type="checkbox"/> Parent newsletters do not mention the school breakfast and lunch programs.  <input type="checkbox"/> Fund raising policies do not mention the types of food and beverage items that can be sold.

## STANDARD 6 – PREPARATION AND SERVICE

Standard 6: Preparation and serving procedures assure the delivery of high quality meals in a student-centered, safe and sanitary environment.

Indicator	Performance Level: 4.0			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>6.1 Meal preparation and serving is the culmination of a well-planned, collaborative effort</b>  <u>Samples of Supporting Evidence:</u> <ul style="list-style-type: none"> <li>• Menus</li> <li>• Production plans</li> <li>• Standardized recipes</li> <li>• Work schedules</li> </ul> Professional Development plans	<input type="checkbox"/> Menus, planned in advance as part of a collaborative effort involving staff and students, are on a district-wide cycle designed to provide nutritional quality, ensure maximum student acceptance and obtain optimum use of commodity and purchased foods.  <input type="checkbox"/> Production plans are detailed and provide information regarding the standardized recipe to be used, quality indicators to be checked before serving and portion control to be utilized in serving. Daily production records are accurate and complete and form the basis for post-cost data. Pre-cost and post-cost information is developed, available and reviewed regularly.  <input type="checkbox"/> Standardized recipes are used throughout preparation assuring quality product and cost control. Staff has access to standardized recipes in all food preparation areas.  <input type="checkbox"/> “Batch” cooking is used wherever possible to ensure acceptability.  <input type="checkbox"/> Daily work schedules are developed, posted and reviewed on a regular basis.	<input type="checkbox"/> Menus are planned in advance and are on a cycle basis designed to make maximum use of resources and ensure student acceptance.  <input type="checkbox"/> Production plans are detailed and provide information necessary to accomplish preparation and serving of a quality product. Pre- and post-cost information is developed and reviewed with staff.  <input type="checkbox"/> Standardized recipes are developed and used by staff, especially for entrée items.  <input type="checkbox"/> “Batch” cooking is used wherever possible to ensure acceptability.  <input type="checkbox"/> Daily work schedules are developed, posted and reviewed on a regular basis.  <input type="checkbox"/> Staff training and cross-training is regular in nature and is driven by the menu cycle.	<input type="checkbox"/> Cycle menus are in place. <input type="checkbox"/> Daily production plans are complete and accurate <input type="checkbox"/> Standardized recipes are used for some items. <input type="checkbox"/> “Batch” cooking is occasionally used. <input type="checkbox"/> Work schedules are posted. There is some staff training.	<input type="checkbox"/> Cycle menus are not used. <input type="checkbox"/> Production plans are completed but not always complete or accurate. <input type="checkbox"/> Standardized recipes have not been developed. <input type="checkbox"/> There are no work schedules developed or used. Staff training is infrequent or not relevant to preparation to the menu.

Indicator	Performance Levels: 3.4			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>6.2 A student-centered environment is provided.</b> <b>Samples of Supporting Evidence:</b> <ul style="list-style-type: none"> <li>• Clean, attractive, well-lit dining areas</li> <li>• Varied serving methods</li> <li>• Length of meal periods</li> <li>• Adult supervision</li> <li>• Customer treatment</li> </ul>	<input type="checkbox"/> Dining areas are clean, well-lit, decorated in grade appropriate fashion and are arranged to provide socialization opportunities for students. Students are involved in planning for new dining areas or the renovation of existing ones and are involved in menu planning and special occasion celebrations (holidays, etc.). <input type="checkbox"/> A number of age-appropriate serving methods are used (self-serve, food courts, food bars, scramble systems) are used to make maximum use of facility design, limit time in line and provide a variety of menu items to students. <input type="checkbox"/> Meal periods are of sufficient length to allow for enjoyment of food and peers. <input type="checkbox"/> Age appropriate adult supervision is available to assist students where necessary and to model appropriate behavior in a social setting.	<input type="checkbox"/> Dining areas are clean and attractively decorated in accordance with the age of students. Students are involved in menu planning and special events planning. <input type="checkbox"/> A variety of serving styles are used to limit time in line and provide a variety of menu items to students. <input type="checkbox"/> Meal periods are of sufficient length to allow for enjoyment of food and peers. <input type="checkbox"/> Age appropriate adult supervision is available to assist students where necessary and to model appropriate behavior in a social setting.	<input type="checkbox"/> Dining areas are clean. <input type="checkbox"/> More than one type of serving style is employed. <input type="checkbox"/> Meal periods are of the minimum length recommended (10 minutes for breakfast/20 minutes for lunch). <input type="checkbox"/> Some adult supervision is available to help students, especially elementary students. <input type="checkbox"/> Staff is respectful to students.	<input type="checkbox"/> Dining areas are not well-maintained. <input type="checkbox"/> Only a single line serving style is utilized. <input type="checkbox"/> Meal periods are of the minimum length recommended (10 minutes for breakfast/20 minutes for lunch). <input type="checkbox"/> Little or no helpful adult supervision is available. <input type="checkbox"/> Staff do not treat students like customers.

Indicator	Performance Levels: 3.8			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functional level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>6.3 A safe and sanitary food production environment is maintained.</b> <b><u>Samples of Supporting Evidence:</u></b> <ul style="list-style-type: none"> <li>• Health inspection reports.</li> <li>• PD plans</li> <li>• Disaster plans</li> <li>• Equipment maintenance plans</li> <li>• HACCP Plan</li> </ul>	<input type="checkbox"/> Relevant federal, state and local health regulations are on file at each site and are followed by school personnel as evidenced by health inspection reports. <input type="checkbox"/> Staff training regularly addresses food safety and sanitation and equipment use, cleaning and safety. <input type="checkbox"/> Plans are in place for reporting and responding to accident, crisis and disaster situations and staff are well acquainted with those plans. <input type="checkbox"/> Each school has a plan for routine equipment maintenance and a time table for equipment replacement. <input type="checkbox"/> A Hazard Analysis Critical Control Point (HACCP) Plan has been developed and implemented in all schools. The plan is reviewed annually and updated as necessary.	<input type="checkbox"/> Relevant federal, state and local health regulations are on file at each site and are followed by school personnel as evidenced by health inspection reports. <input type="checkbox"/> Staff training regularly addresses food safety and sanitation and equipment use, cleaning and safety. <input type="checkbox"/> Plans are in place for reporting and responding to accident, crisis and disaster situations and staff are well acquainted with those plans. <input type="checkbox"/> Each school has a plan for routine equipment maintenance. <input type="checkbox"/> A Hazard Analysis Critical Control Point (HACCP) Plan has been developed and implemented in all schools.	<input type="checkbox"/> Health regulations are on file at the school. Health inspection reports are generally good. <input type="checkbox"/> Staff training agendas occasionally deal with safety and sanitation issues. <input type="checkbox"/> Staff is unclear about how to report or respond to accidents or crises. <input type="checkbox"/> Schools do not have equipment maintenance plans.	<input type="checkbox"/> Health regulations are on file at the school. Health inspection reports are not always good. <input type="checkbox"/> Staff training agendas rarely deal with safety and sanitation issues. <input type="checkbox"/> Staff is unclear about how to report or respond to accidents or crises. <input type="checkbox"/> Schools do not have equipment maintenance plans.

## STANDARD 7 – PROCUREMENT

**Standard 7: Purchasing practices are in place to ensure the use of high quality ingredients and assure ethical use of public funds.**

Indicator	Performance Level: 4.0			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<p><b>7.1 Purchasing practices include written specifications that insure food quality, student acceptance, nutritional value and lowest cost.</b></p> <p><b><u>Samples of Supporting Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• Food specifications</li> <li>• Bid invitations</li> <li>• Product analysis information</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed specifications are developed for each food and beverage item to be purchased. These are designed to obtain products that are high in nutritional value, quality and customer acceptance.</li> <li><input type="checkbox"/> Bid invitations conform to federal and state law and are designed to facilitate maximum competition among vendors thereby helping to ensure the highest quality product at the lowest price. Bid analysis and awards are conducted in conformance with the legally required procedures.</li> <li><input type="checkbox"/> Nutritional value data for each food and beverage item available to students has been collected and is reported via the district website.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed specifications are developed for each food and beverage item to be purchased. These are designed to obtain products that are high in nutritional value, quality and customer acceptance.</li> <li><input type="checkbox"/> Bid invitations conform to federal and state law and are designed to facilitate maximum competition among vendors thereby helping to ensure the highest quality product at the lowest price. Bid analysis and awards are conducted in conformance with the legally required procedures.</li> <li><input type="checkbox"/> Nutritional value data for each food and beverage item available to students has been collected and can be reviewed by members of the public.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed specifications are available for some items.</li> <li><input type="checkbox"/> Not all items are bid and bid invitations do not always conform to federal and state law. Bid analysis and award procedures are not always in accordance with prevailing legal standards.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Detailed specifications are unavailable.</li> <li><input type="checkbox"/> Bid invitations, analysis and awards are not in accordance with legal standards.</li> </ul>

## STANDARD 8 – COMMUNICATIONS AND MARKETING

Standard 8: The school nutrition program utilizes a comprehensive communication and marketing strategy designed to provide information about and promote the benefits of the program to all members of the learning community.

Performance Levels: 2.5				
Indicator	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
<b>8.1 The school nutrition program team provides information to the learning community, including the parent community, designed to promote the benefits of the program and increase participation therein.</b> <p><u>Samples of Supporting Evidence:</u></p> <ul style="list-style-type: none"> <li>Marketing plans</li> <li>Parent newsletters</li> <li>PTA/PTO agendas</li> <li>SBDM council agendas</li> <li>Local board agendas</li> <li>School Nutrition Program Report Card</li> </ul>	<input type="checkbox"/> A comprehensive marketing plan for the school nutrition program has been developed and is reviewed and updated on an annual basis. The plan includes participation goals, nutrient analysis goals, and outreach goals.  <input type="checkbox"/> Each school has a school nutrition program team that is tasked with pursuing the goals of the marketing plan at that school. The team is composed of the SFS Director, cafeteria manager, SBDM council representative and student representative [preferably from the Nutrition Advisory Council (NAC)]. The team has regularly scheduled meetings where the only agenda is the progress and status of the marketing plan.  <input type="checkbox"/> District and school parent communication methods routinely include information regarding the status and benefits of the school nutrition program including, but not limited to, menus, meal times, miscellaneous but relevant nutrition information, special event information, etc.	<input type="checkbox"/> The district and schools have plans in place dealing with short and long range goals with regard to participation. Those plans are reviewed and updated annually.  <input type="checkbox"/> The SFS Director, building administrator, NAC member and cafeteria manager regularly meet and review the status of the nutrition program in each school.  <input type="checkbox"/> Parent newsletters and other forms of communication from the district and schools include menus and promote participation in the nutrition programs.  <input type="checkbox"/> The SFS Director presents an annual status report on the school nutrition programs to the local board of education, parents, and school-based decision making councils. The report addresses compliance with the School Breakfast and National School Lunch Programs; the availability of contracted fast foods or food sold through commercial vendors; access to foods sold outside the school nutrition programs; a list of foods and beverages available to students and the nutritional value of each; and recommendations for improving the school nutrition environment.	<input type="checkbox"/> The district develops and tracks participation goals on an annual basis.  <input type="checkbox"/> The SFS Director and cafeteria managers meet on a regular basis and look at participation, income and expenditure data.  <input type="checkbox"/> Menus and promotional items regularly appear in the local media (paper, radio, etc.).  <input type="checkbox"/> The SFS Director presents an annual status report to the local board of education.	<input type="checkbox"/> No goals are in place and no outreach is planned.  <input type="checkbox"/> The SFS Director and cafeteria managers do not communicate on any regular basis.  <input type="checkbox"/> Menus are only available at school in the cafeteria.  <input type="checkbox"/> The local board is given no regular report regarding the school nutrition programs.

Indicator	Performance Levels			
	4 <i>Exemplary level of development and implementation</i>	3 <i>Fully functioning and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
8.1 Continued	<input type="checkbox"/> School nutrition environment. The school nutrition program issues a <i>School Nutrition Program Report Card</i> annually, addressing compliance with the School Breakfast and National School Lunch Programs; the availability of contracted fast foods or food sold through commercial vendors; access to foods sold outside the school nutrition programs; a list of foods and beverages available to students and the nutritional value of each; and recommendations for improving the school nutrition environment.			



## **GLOSSARY**

### **ACRONYMS**

**SNA** – School Nutrition Association

**KDE** – Kentucky Department of Education

**KSNA** – Kentucky School Nutrition Association

**SBDM** – School Based Decision Making

**SFS** – School Food Service

## **RESOURCES**

***Keys To Excellence –Standards of Practice for Nutrition Integrity*** School Nutrition Association

***Cost Control Manual*** inTEAM Associates

***inTEAM Food System Management Manual*** inTEAM Associates

***Managing Child Nutrition Programs-Leadership for Excellence*** Martin and Conklin

***School Foodservice Management for the 21<sup>st</sup> Century*** Dorothy Pannell-Martin

***Controlling Costs in the FOOD SERVICE INDUSTRY*** Dorothy Pannell-Martin

***Changing the Scene – Improving the School Nutrition Environment*** US

# Your District's Scorecard

[Close window](#)

Congratulations! You have completed the WellSAT. Check out your scorecard below. It contains details of how you scored on each item and section of the assessment. It also provides resources that will help you improve your district's school wellness policy.

Items with a rating of "0" (item not addressed in the policy) or "1" (general or weak statement addressing the item) can be improved by referring to the resource links next to the items. Multiple resources addressing school wellness policy topics are available online. To avoid duplicative information, we have included a small selection, rather than a comprehensive listing.

To review how scores are calculated, click [here](#).

**Version: 2.0**

**Policy Name: Spencer County 18-19**

18-19

## Section 1. Nutrition Education

**Rating**

<b>NE1</b>	There is a standards-based nutrition curriculum, health education curriculum, or other curriculum that includes nutrition.	<b>1</b>
<b>NE2</b>	All elementary school students receive nutrition education.	<b>1</b>
<b>NE3</b>	All middle school students receive nutrition education.	<b>1</b>
<b>NE4</b>	All high school students receive nutrition education.	<b>2</b>
<b>NE5</b>	Links nutrition education with the school food environment.	<b>1</b>
<b>NE6</b>	Nutrition education teaches skills that are behavior-focused.	<b>2</b>
<b>NE7</b>	Nutrition education is sequential and comprehensive in scope	<b>2</b>
<b>Subtotal for Section 1</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 7. Multiply by 100. Do not count an item if the rating is "0."	<b>100</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 7. Multiply by 100.	<b>43</b>

[Click here for Nutrition Education Resources](#)

## Section 2. Standards for USDA Child Nutrition Programs and School Meals

**Rating**

<b>SM1</b>	Addresses access to the USDA School Breakfast Program.	<b>2</b>
<b>SM2</b>	Addresses compliance with USDA nutrition standards for reimbursable meals.	<b>2</b>
<b>SM3</b>	School meals meet standards that are more stringent than those required by the USDA.	<b>1</b>
<b>SM4</b>	District takes steps beyond those required by federal law/regulation to protect the privacy of students who qualify for free or reduced priced meals.	<b>2</b>

<b>SM5</b>	USDA National School Lunch Program and School Breakfast Program standards are described in full (or a link to the standards is provided in the wellness policy)	<b>2</b>
<b>SM6</b>	Specifies strategies to increase participation in school meal programs.	<b>2</b>
<b>SM7</b>	Addresses students leaving school during lunch periods.	<b>2</b>
<b>SM8</b>	Ensures adequate time to eat.	<b>2</b>
<b>SM9</b>	Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	<b>2</b>
<b>SM10</b>	Addresses school meal environment.	<b>2</b>
<b>SM11</b>	Nutrition information for school meals (e.g., calories, saturated fat, sodium, sugar) is available to students and parents.	<b>2</b>
<b>SM12</b>	Specifies how families are provided information about determining eligibility for free/reduced priced meals.	<b>2</b>
<b>SM13</b>	Recess (when offered) is scheduled before lunch in elementary schools.	<b>1</b>
<b>SM14</b>	Free drinking water is available during meals	<b>2</b>
<b>Subtotal for Section 2</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 14. Multiply by 100. Do not count an item if the rating is "0."	<b>100</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 14. Multiply by 100.	<b>86</b>

[Click here for School Food Resources](#)

### Section 3. Nutrition Standards for Competitive and Other Foods and Beverages

Rating

<b>NS1</b>	Addresses compliance with USDA minimum nutrition standards for all FOODS sold to students during the school day (commonly referred to as Smart Snacks)	<b>2</b>
<b>NS2</b>	Addresses nutrition standards for all FOODS sold to students during the EXTENDED school day (includes regular school day plus after school programming and clubs. Do not count snacks provided in before/aftercare (child care) programs)	<b>2</b>
<b>NS3</b>	Addresses nutrition standards for all FOODS AND BEVERAGES served to students while attending before/aftercare on school grounds.	<b>2</b>
<b>NS4</b>	Regulates food served during classroom parties and celebrations in elementary schools.	<b>2</b>
<b>NS5</b>	Addresses compliance with USDA nutrition standards for all BEVERAGES sold to students during the school day (commonly referred to as Smart Snacks)	<b>2</b>
<b>NS6</b>	Addresses nutrition standards for all BEVERAGES sold to students during the EXTENDED school day (includes regular school day plus after school programming and clubs).	<b>2</b>
<b>NS8</b>	Addresses foods and beverages containing caffeine at the high school level*  *As of 2014, USDA Smart Snacks standards prohibit the sale of foods and beverages containing caffeine in elementary and middle schools.	<b>2</b>

<b>NS9</b>	USDA Smart Snack standards are described in full (or a link to the standards is provided in the wellness policy)	<b>2</b>
<b>NS10</b>	Addresses availability of free drinking water throughout the school day.	<b>2</b>
<b>NS11</b>	Regulates food sold for fundraising at all times (not only during the school day).	<b>2</b>
<b>Subtotal for Section 3</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 10. Multiply by 100. Do not count an item if the rating is "0."	<b>100</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 10. Multiply by 100.	<b>100</b>

[Click here for School Food Resources](#)

## Section 4. Physical Education and Physical Activity

Rating

<b>PEPA1</b>	There is a written physical education curriculum for grades K-12.	<b>1</b>
<b>PEPA2</b>	The written physical education curriculum is aligned with national and/or state physical education standards.	<b>2</b>
<b>PEPA3</b>	Addresses time per week of physical education instruction for all elementary school students.	<b>2</b>
<b>PEPA4</b>	Addresses time per week of physical education instruction for all middle school students.	<b>2</b>
<b>PEPA5</b>	Addresses time per week of physical education instruction for all high school students.	<b>2</b>
<b>PEPA6</b>	Addresses teacher-student ratio for physical education classes.	<b>2</b>
<b>PEPA7</b>	Addresses qualifications for physical education teachers for grades K-12.	<b>2</b>
<b>PEPA8</b>	District provides physical education training for physical education teachers.	<b>2</b>
<b>PEPA9</b>	Addresses physical education waiver requirements for K-12 students (e.g., substituting physical education requirement with other activities).	<b>2</b>
<b>PEPA10</b>	Addresses physical education exemptions for K-12 students.	<b>2</b>
<b>PEPA11</b>	Addresses physical education substitution requirements for K-12 students (e.g., substituting physical education requirement with other activities).	<b>2</b>
<b>PEPA12</b>	District addresses the development of a comprehensive school physical activity program (CSPAP) plan at each school. Click here for information on CSPAP.	<b>1</b>
<b>PEPA13</b>	District addresses active transport for all K-12 students.	<b>2</b>
<b>PEPA14</b>	District addresses before and after school physical activity for all K-12 students.	<b>1</b>
<b>PEPA15</b>	District addresses recess.	<b>2</b>

<b>PEPA16</b>	Addresses physical activity breaks for all K-12 students.	<b>2</b>
<b>PEPA17</b>	Addresses staff involvement in physical activity opportunities at all schools.	<b>1</b>
<b>PEPA18</b>	Addresses family and community engagement in physical activity opportunities at all schools.	<b>1</b>
<b>PEPA19</b>	District provides physical activity training for all teachers.	<b>1</b>
<b>PEPA20</b>	Joint or shared-use agreements for physical activity participation at all schools.	<b>1</b>
<b>Subtotal for Section 4</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 20. Multiply by 100. Do not count an item if the rating is "0."	<b>100</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 20. Multiply by 100.	<b>65</b>

[Click here for Resources on Physical Activity in Schools](#)

## Section 5. Wellness Promotion and Marketing

Rating

<b>WPM1</b>	Encourages staff to model healthy eating/drinking behaviors.	<b>2</b>
<b>WPM2</b>	Addresses staff not modeling unhealthy eating/drinking behaviors.	<b>1</b>
<b>WPM3</b>	Encourages staff to model physical activity behaviors.	<b>1</b>
<b>WPM4</b>	Addresses food not being used as a reward.	<b>2</b>
<b>WPM5</b>	Addresses using physical activity as a reward.	<b>1</b>
<b>WPM6</b>	Addresses physical activity not being used as a punishment.	<b>1</b>
<b>WPM7</b>	Addresses physical activity not being withheld as a punishment.	<b>1</b>
<b>WPM8</b>	Specifies marketing/ways to promote healthy food and beverage choices.	<b>2</b>
<b>WPM9</b>	Specifies ways to promote physical activity.	<b>2</b>
<b>WPM10</b>	Specifies that family wellness activities will be planned and will include nutrition and physical activity components.	<b>1</b>
<b>WPM11</b>	On signs, scoreboards, sports equipment.	<b>2</b>
<b>WPM12</b>	In curricula, textbooks, websites used for educational purposes, or other educational materials (both printed and electronic)	<b>2</b>
<b>WPM13</b>	On exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, trash and recycling containers, etc.	<b>2</b>

<b>WPM14</b>	On advertisements in school publications, on school radio stations, in-school television, computer screen savers and/or school-sponsored Internet sites, or announcements on the public announcement (PA) system.	<b>2</b>
<b>WPM15</b>	On fundraisers and corporate-sponsored programs that encourage students and their families to sell, purchase or consume products and/or provide funds to schools in exchange for consumer purchases of those products.	<b>2</b>
<b>Subtotal for Section 5</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 15. Multiply by 100. Do not count an item if the rating is "0."	<b>100</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 15. Multiply by 100.	<b>60</b>

[Click here for Wellness Promotion and Marketing Resources](#)

## Section 6. Implementation, Evaluation & Communication

Rating

<b>IEC1</b>	Establishes an ongoing district wellness committee.	<b>2</b>
<b>IEC2</b>	District wellness committee has community-wide representation.	<b>2</b>
<b>IEC3</b>	Designates one district level official accountable for ensuring each school is in compliance (ensuring that there is reporting up)	<b>2</b>
<b>IEC4</b>	Designates a leader in each school accountable for ensuring compliance within the school.	<b>2</b>
<b>IEC5</b>	Addresses annual assessment of school wellness policy implementation/progress towards wellness goals.	<b>2</b>
<b>IEC6</b>	Progress report on compliance/implementation is made to the school community (Board of Education, superintendent, principals, staff, students and parents)	<b>2</b>
<b>IEC7</b>	Progress report on compliance/implementation is made available to the public	<b>2</b>
<b>IEC8</b>	Progress report ensures transparency by including: the web address of the wellness policy, a description of each school's activities and progress towards meeting wellness goals, contact details for committee leadership and information on how to join the committee.	<b>2</b>
<b>IEC9</b>	Addresses a plan for updating policy based on best practices.	<b>2</b>
<b>IEC10</b>	Addresses methods for communicating with the public.	<b>2</b>
<b>IEC11</b>	Specifies how district will engage families to provide information and/or solicit input to meet district wellness goals (e.g., through website, e-mail, parent meetings, or events).	<b>2</b>
<b>Subtotal for Section 6</b>	<b>Comprehensiveness Score:</b> Count the number of items rated as "1" or "2" and divide this number by 11. Multiply by 100. Do not count an item if the rating is "0."	<b>100</b>
	<b>Strength Score:</b> Count the number of items rated as "2" and divide this number by 11. Multiply by 100.	<b>100</b>

[Click here for Resources for Wellness Policy Development, Implementation and Evaluation](#)

Overall District Policy Score

<b>Total Comprehensiveness</b> Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	<b>District Score</b> <b>100</b>
<b>Total Strength</b> Add the strength scores for each of the six sections above and divide this number by 6.	<b>District Score</b> <b>76</b>

General School Wellness/Multiple Topics



18-19

## Assessment Modules

[Help](#)

### School Health and Safety Policies and Environment

You've answered all of the questions in all modules. Visit the Assessment page to see an overview and distribute responses to your schools.

Watch this video for help working with a Module.

MEETING THIS CRITERION	Recess • 103 FULLY IN PLACE	REQUIRED FOR GOLD RECOGNITION REQUIRED FOR SILVER RECOGNITION REQUIRED FOR BRONZE RECOGNITION
NOT YET MEETING THIS CRITERION	Prohibit using physical activity as punishment • 107 PARTIALLY IN PLACE	REQUIRED FOR GOLD RECOGNITION REQUIRED FOR SILVER RECOGNITION
NOT YET MEETING THIS CRITERION	Prohibit withholding recess as punishment • 108 PARTIALLY IN PLACE	REQUIRED FOR GOLD RECOGNITION REQUIRED FOR SILVER RECOGNITION
MEETING THIS CRITERION	Access to physical activity facilities outside school hours • 113 FULLY IN PLACE	REQUIRED FOR GOLD RECOGNITION





# Assessment Modules Help

## Health Education

You've answered all of the questions in all modules. Visit the **Assessment** page to see an overview and distribute responses to your schools.

Watch this video for help working with a Module.

MEETING THIS CRITERION	Sequential health education curriculum consistent with standards - 205 FULLY IN PLACE	REQUIRED FOR GOLD RECOGNITION REQUIRED FOR SILVER RECOGNITION
MEETING THIS CRITERION	Professional development in health education - 207 FULLY IN PLACE	REQUIRED FOR GOLD RECOGNITION REQUIRED FOR SILVER RECOGNITION



## Assessment Modules [Help](#)

### Physical Education and Other Physical Activity Programs

You've answered all of the questions in all modules. Visit the [Assessment](#) page to see an overview and distribute responses to your schools.

Watch this video for help working with a Module.

MEETING THIS CRITERION	Sequential physical education curriculum consistent with standards • 303 FULLY IN PLACE	REQUIRED FOR GOLD RECOGNITION REQUIRED FOR SILVER RECOGNITION REQUIRED FOR BRONZE RECOGNITION
MEETING THIS CRITERION	Professional development for teachers • 311 FULLY IN PLACE	REQUIRED FOR GOLD RECOGNITION REQUIRED FOR SILVER RECOGNITION
MEETING THIS CRITERION	Licensed physical education teachers • 312 FULLY IN PLACE	REQUIRED FOR GOLD RECOGNITION



Assessment Modules

Help

Nutrition Services

You've answered all of the questions in all modules. Visit the **Assessment** page to see an overview and distribute responses to your schools.

Watch this video for help working with a Module.

MEETING THIS CRITERION	Breakfast and lunch programs • 401 FULLY IN PLACE	REQUIRED FOR GOLD RECOGNITION REQUIRED FOR SILVER RECOGNITION REQUIRED FOR BRONZE RECOGNITION
MEETING THIS CRITERION	Variety of foods in school meals • 402 FULLY IN PLACE	REQUIRED FOR GOLD RECOGNITION REQUIRED FOR SILVER RECOGNITION REQUIRED FOR BRONZE RECOGNITION
NOT YET MEETING THIS CRITERION	Promote healthy food and beverage choices using Smarter Lunchroom techniques • 403 PARTIALLY IN PLACE	REQUIRED FOR GOLD RECOGNITION REQUIRED FOR SILVER RECOGNITION REQUIRED FOR BRONZE RECOGNITION
MEETING THIS CRITERION	Annual continuing education and training requirements for school nutrition services staff • 404 FULLY IN PLACE	REQUIRED FOR GOLD RECOGNITION REQUIRED FOR SILVER RECOGNITION REQUIRED FOR BRONZE RECOGNITION

NOT YET MEETING THIS CRITERION	Venues outside the cafeteria offer fruits and vegetables • 405 PARTIALLY IN PLACE	REQUIRED FOR GOLD RECOGNITION REQUIRED FOR SILVER RECOGNITION
NOT YET MEETING THIS CRITERION	Collaboration between nutrition services staff members and teachers • 406 PARTIALLY IN PLACE	REQUIRED FOR GOLD RECOGNITION REQUIRED FOR SILVER RECOGNITION
MEETING THIS CRITERION	Adequate time to eat school meals • 407 FULLY IN PLACE	REQUIRED FOR GOLD RECOGNITION
NOT YET MEETING THIS CRITERION	Farm to School activities.. • 408 UNDER DEVELOPMENT	REQUIRED FOR GOLD RECOGNITION



## Assessment Modules

Help

### Health Services

You've answered all of the questions in all modules. Visit the [Assessment](#) page to see an overview and distribute responses to your schools.

Watch this video for help working with a Module.

**There are no district-level questions in this module.**



## Assessment Modules

[Help](#)

### Counseling, Psychological & Social Services

You've answered all of the questions in all modules. Visit the [Assessment](#) page to see an overview and distribute responses to your schools.

Watch this video for help working with a Module.

**There are no district-level questions in this module.**



# Assessment Modules Help

## Health Promotion for Staff

You've answered all of the questions in all modules. Visit the [Assessment](#) page to see an overview and distribute responses to your schools.

Watch this video for help working with a Module.

NOT YET MEETING THIS CRITERION	Health assessments for staff members • 701 NOT IN PLACE	REQUIRED FOR GOLD RECOGNITION REQUIRED FOR SILVER RECOGNITION REQUIRED FOR BRONZE RECOGNITION
NOT YET MEETING THIS CRITERION	Programs for staff members on physical activity/fitness • 702 NOT IN PLACE	REQUIRED FOR GOLD RECOGNITION REQUIRED FOR SILVER RECOGNITION REQUIRED FOR BRONZE RECOGNITION
MEETING THIS CRITERION	Promote staff member participation • 704 FULLY IN PLACE	REQUIRED FOR GOLD RECOGNITION REQUIRED FOR SILVER RECOGNITION
MEETING THIS CRITERION	Programs for staff members on healthy eating/weight management • 705 FULLY IN PLACE	REQUIRED FOR GOLD RECOGNITION REQUIRED FOR SILVER RECOGNITION

NOT YET MEETING THIS CRITERION	All foods served and sold to staff meet the USDA's Smart Snacks in School nutrition standards • 706 PARTIALLY IN PLACE	REQUIRED FOR GOLD RECOGNITION
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## Assessment Modules

Help

### Family & Community Involvement

You've answered all of the questions in all modules. Visit the [Assessment](#) page to see an overview and distribute responses to your schools.

Watch this [video](#) for help working with a Module.

**There are no district-level questions in this module.**

## Board Members

Debbie Herndon, Chair

Janet Bonham, Vice Chair

Sandy Clevenger

Bart Stark

Lynn Shelburne



## SPENCER COUNTY PUBLIC SCHOOLS

207 WEST MAIN STREET • TAYLORSVILLE, KY 40071

(502) 477-3250

FAX (502) 477-3259

Chuck Adams  
Superintendent

Chuck Abell  
Assistant Superintendent

Todd Russell  
Director of Special Education

Mark Thomas  
Director of Operations

Bob Hafendorfer  
Director of Pupil Personnel

# Second Quarter Wellness District Committee Meeting

November 8, 2018 at 9:30

### Agenda:

- Wellness Updates from the State
- Review of the District Wellness Plan and each school's Wellness Plans for 2018-2019
- Review the Alliance for a Healthier Generation Report for 2018-2019
- Review the WellSAT Report for 2018-2019
- Review of the 2018-2019 SCPS Food Service Annual Assessment / Nutrition Report and Physical Activity Report
- Review the Student Welfare and Wellness district policy 09.2

-Other items, concerns, needs?

### Members Sign In:

Name	School
Marsha M. Allister	Middle
Cynthia Nell	SCES
Misty Bailey	SCHS
Aimee R. R. R.	TES

## GOING THE DISTANCE FOR ALL STUDENTS!

Equal Education and Employment Institution

Spencer County Public Schools does not discriminate on the basis of race, color, National origin, sex, disability, or age in its programs and activities

**Spencer County  
Family Resource & Youth Service Centers  
Advisory Council Agenda  
Oct. 25, 2018**

- I. Welcome & Introduction – Ivan Spencer & Mollie Tichenor, Chairpersons**
- II. MPCA Needs Assessment, LIHEAP, & Red Ribbon Week Community Event**
- III. Minutes – Aug. 30, 2018**
- IV. Old Business FRC & YSC:**
  - 1. SCHS College & Career Fair 9/10
  - 2. Mornings with Moms-SCES 9/11 & 9/13 TES 9/18 & 9/20
  - 3. MS Parent Involvement Night 9/20
  - 4. TES Anti –Bully Day 9/21
  - 5. CCC Meeting 9/27 Lindsey & Grandparents
  - 6. TES FLIP Night 9/27
  - 7. Community Baby Shower 10/4
- V. New Business: FRC & YSC**
  - 1. Red Ribbon Week Events & Updates
  - 2. Christmas Assistance Program Sign-Ups – TCC
  - 3. FRYSC Legislative Page Applications due 10/31
  - 4. Community Thanksgiving Dinner—TCC
  - 5. Breakfast with Santa-MCPAA 12/1 10-11:30 AM
  - 6. Grandparents/ Relatives Raising Grandchildren

**Family Resource Center: Lindsey Cain & Lola Sipes**

- 1. Financial Report
- 2. Family Time with Fathers
- 3. CECC/SHIP Program 10/25
- 4. All Pro Dads
- 5. TES Halloween Bash 11/2

**Youth Service Center: Vonda Martin/ Stephanie Simpson**

- 1. Financial Report
- 2. Introductions: Stephanie Simpson, YSC Program Assistant;
- 3. Alyssa Howie & Haylee Cox – YSC Americorp. Members 9/29 Training Lexington
- 4. Sources of Strength – Training 11/7 & 11/8
- 5. SCMS Veterans Day Breakfast - 11/9
- 6. 10/26 Sr. College Celebration – Thanks to DQ!
- 7. Truth & Consequences 11/28 – 9<sup>th</sup> gr. w/ Ext. Office & Guidance

**VI. Community Updates:**

- CAN Meeting (Community Action Network) – 11/20/18 at 10AM Ext. Office
- SCPS-Review of the Nutrition and Physical Activity Environment-Mark Thomas

**Next Meeting Date: Dec. \_\_\_\_\_ at 12:00 p.m.**

## Thomas, Mark - SCPS Director of Operations

---

**From:** Thomas, Mark - SCPS Director of Operations  
**Sent:** Wednesday, October 3, 2018 10:42 AM  
**To:** Cain, Lindsey  
**Subject:** requesting to be on the FRC Advisory Council Agenda on October 25th

May I have the following on your agenda in order to participate in a public forum?

“Review the Nutrition and Physical Activity Environment for Spencer County Public Schools”

*Mark Thomas*, Director of Operations

Spencer County Public Schools

207 West Main Street

Taylorsville, KY 40071

502 477-3250

502 477-3259 (fax)

USDA Nondiscrimination Statement

## Thomas, Mark - SCPS Director of Operations

---

**From:** Cain, Lindsey  
**Sent:** Friday, October 5, 2018 2:50 PM  
**To:** Thomas, Mark - SCPS Director of Operations  
**Subject:** Re: requesting to be on the FRC Advisory Council Agenda on October 25th

**Follow Up Flag:** For Your Information  
**Flag Status:** Flagged

We have you down!

Thank you!  
Lindsey Cain  
Spencer County Family Resource Center Coordinator  
SCES: (502) 477-3202  
TES: (502) 477-0199

---

**From:** Thomas, Mark - SCPS Director of Operations  
**Sent:** Wednesday, October 3, 2018 10:41:49 AM  
**To:** Cain, Lindsey  
**Subject:** requesting to be on the FRC Advisory Council Agenda on October 25th

May I have the following on your agenda in order to participate in a public forum?

“Review the Nutrition and Physical Activity Environment for Spencer County Public Schools”

*Mark Thomas*, Director of Operations  
Spencer County Public Schools  
207 West Main Street  
Taylorsville, KY 40071  
502 477-3250  
502 477-3259 (fax)

USDA Nondiscrimination Statement

# Attendance Roster

This meeting is sponsored by the University of Kentucky Cooperative Extension Service. Our purpose is to provide an educational program to improve the quality of life in our community. Educational programs of Kentucky Cooperative Extension serve all people regardless of economic or social status & will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identity, gender expression, pregnancy, marital status, genetic information, age, veteran status, or physical or mental disability. By signing this sheet, you signify your consent to allow the University of Kentucky, including its affiliates & subsidiaries to interview, photograph, &/or videotape you & to use or permit others to use information from the aforementioned interview/tapes in educational & promotional activities & publications without compensation.

MEETING:

FRISC Advisory Council

Date: 10-25-18

Location:

COOPERATIVE EXTENSION



College of Agriculture,  
Food and Environment

NAME	ADDRESS	EMAIL	RACE *	GENDER **	HISPANIC ***
Ashley Phillips	SCES	Ashley.phillips@spencer.ky.gov	W	F	N
Alana Smith	Authem	alana.smith2@authem.com	B	F	N
Sara Cleverger	SCPS & Chamber	stouch@chellmouth.net	W	F	N
Muon Lyuis	Ext. Office		W	M	N
DeBB Oliver	District		W	F	N
Jackie Huff	408 West 1st Street Tomball, TX 77375	garnieran.huff@qmail.com	W	F	N
Renae Walters	2374 Apple Dr Shelbyville, KY	reneewalters@kentucky.com	W	F	N
Mark Thomas	Spencer County Schools		W	M	N
RACON. HENDRIX	Skills N' E GED	Attendix@edockets.com	W	M	N
Arika Whelan	SDS Buffalo Run Shelby	arika.whelan@kentucky.com	W	F	N/A

\*W=White, B=Black or African American, A=Asian/Pacific Islander, N=Native American Indian/Alaska Native O=Other/More than 1 Race

\*\*M=Male, F=Female

\*\*\*Y=Yes, N=No

Disclosure of race, gender and ethnicity (Hispanic/Non-Hispanic) is voluntary.

Cooperative Extension Service | Agriculture and Natural Resources | Family and Consumer Sciences | 4-H Youth Development | Community and Economic Development

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MEETING:

FRYSC Advisory Council

Date: 10/25/18

Location:

COOPERATIVE EXTENSION



College of Agriculture,  
Food and Environment



NAME	ADDRESS	EMAIL	RACE *	GENDER **	HISPANIC ***
Lindsay Cain			W	F	N
Kola Sipes			W	F	N
Stephanie Simpson			W	F	N
Jeanette Breyer		grandmajess@att.net	W	F	N
Jill Whitehouse		jill@mpca.org	W	F	N
Diane Superson			W	F	N
Melba Johnson		CTS	W	F	N
Mary Stutz		MaryStutz@tue.com	W	F	N
Marilyn Mason		Marilyn.Mason@vodafone.org	W	F	N
Sunny Evans		SunnyEvans@yahoo.com	W	F	N

\*W=White, B=Black or African American, A=Asian/Pacific Islander, N=Native American Indian/Alaska Native O=Other/More than 1 Race

\*\*M=Male, F=Female

\*\*\*Y=Yes, N=No

Disclosure of race, gender and ethnicity  
(Hispanic/Non-Hispanic) is voluntary.

## COOPERATIVE EXTENSION

## MEETING:

FRYSC Advisory Council

Date: 10/25/18

**Location:**

**University of  
Kentucky**  
College of Agriculture,  
Food and Environment

College of Agriculture,  
Food and Environment

[illegible]

\*W=White, B=Black or African American, A=Asian/Pacific Islander, N=Native American Indian/Alaska Native O=Other/More than 1 Race

\*\*Male, Female

\*\*\*Y=Yes, N=No

Disclosure of race, gender and ethnicity (Hispanic/Not-Hispanic) is voluntary.

Cooperatives | Extension Service | Agriculture and Natural Resources | Family and Consumer Sciences | 4-H Youth Development | Community and Economic Development



(/)

**SCHOOL NUTRITION**

**Mark Thomas**  
**Director of Operations**



**M (mailto:mark.thomas@spencer.kyschools.us)ark Thomas**

(mailto:mark.thomas@spencer.kyschools.us)

Director of School Nutrition



**Rebecca Jamison**

(mailto:rebecca.jamison@spencer.kyschools.us)

Manager of School Nutrition

**Cafeteria Managers**

Misty

Marshelia McAllister

Lissi Petersen

Cindy Nall

Bailey(mailto:marshelia.mcallister@spencer.kyschools.us)(mailto:lissi.petersen@spencer.kyschools.us)(mailto:cynthia.nall@spencer.kyschools.us)

SCHS

SCMS

TES

SCES

Meal Prices - Menus - Recipes - Nutritional Data (<http://www.spencer.kyschools.us/Content2/menus>)

2018-19 Free/Reduced Lunch Application (/userfiles/221/my files/2018-2019 fr application.docx?id=7759)

Division of Nutrition & Health Services (<http://education.ky.gov/federal/SCN/Pages/SchoolAndCommunityNutrition.aspx>)

Vendor Complaint Form (/userfiles/221/my files/vendor complaint template.xlsx?id=7160)

Civil Rights (/userfiles/221/my files/k\_2011 - nondiscrimination policy - civil rights grievance report form.doc?id=7492)Grievance Procedures and

Reporting Form (/userfiles/221/my files/fy2017-2018 child grievance forms 6-21-17.pdf?id=7415)

KY Department of Agriculture

NSLP

CACF (<http://www.fns.usda.gov/cacfp/child-and-adult-care-food-program>)P

(<http://www.kyagr.com/consumer/food/index.htm>)(<http://www.fns.usda.gov/cnd/>)

(<http://www.fns.usda.gov/cacfp/child-and-adult-care-food-program>)

School Breakfast Program (SBP)

American Dietetic Association

Food Buying Guide (<http://www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs>)








(<http://www.fns.usda.gov/cnd/Breakfast/>)

(<http://www.eatright.org/>)

SNA

KSNA (<http://www.kysna.org/>)

(<http://www.schoolnutrition.org/>)

-  [Student Welfare and Wellness Policy \(/userfiles/221/my files/scps wellness policy.docx?id=7385\)](/userfiles/221/my files/scps wellness policy.docx?id=7385)
-  [SCPS Wellness Plan \(/userfiles/221/my files/\\_scps wellness plan.docx?id=7321\)](/userfiles/221/my files/_scps wellness plan.docx?id=7321)
-  [SCPS Eval of the Nutrition & Physical Activity Environment with Next Steps \(/userfiles/221/my files/annual eval nutrition and physical environment along with next steps 17-18.pdf?id=7159\)](/userfiles/221/my files/annual eval nutrition and physical environment along with next steps 17-18.pdf?id=7159)
-  [SCES Wellness Plan \(/userfiles/221/my files/sces wellness plan.docx?id=7317\)](/userfiles/221/my files/sces wellness plan.docx?id=7317)
-  [TES Wellness Plan \(/userfiles/221/my files/tes wellness plan.docx?id=7318\)](/userfiles/221/my files/tes wellness plan.docx?id=7318)
-  [SCHS Wellness Plan \(/userfiles/221/my files/schs wellness plan.docx?id=7319\)](/userfiles/221/my files/schs wellness plan.docx?id=7319)
-  [SCMS Wellness Plan \(/userfiles/221/my files/scms wellness plan.docx?id=7320\)](/userfiles/221/my files/scms wellness plan.docx?id=7320)

### Regulations - KRS 158

- .850 Limitation on sale of retail fast foods in school cafeteria. (<http://www.lrc.ky.gov/KRS/158-00/850.PDF>)
- .852 School food service director or menu planner -- Credentials and certificates -- Continuing education. (<http://www.lrc.ky.gov/KRS/158-00/852.PDF>)
- .854 Administrative regulation specifying minimum nutritional standards for foods sold outside school lunch programs -- Restrictions upon sale of certain foods and beverages -- Waiver -- Definitions -- Exceptions. (<http://www.lrc.ky.gov/KRS/158-00/854.PDF>)
- .856 Annual assessment and evaluation of school nutrition in district -- Special board meeting and public forum to discuss nutrition and physical activity in the schools -- School district to prepare and submit findings and recommendations to Board of Education. (<http://www.lrc.ky.gov/KRS/158-00/856.PDF>)

**USDA Non-Discrimination Policy Statement ([http://www.usda.gov/wps/portal/usda/usdahome?navtype=RT&parentnavid=HOME&navid=NON\\_DISCRIMINATION](http://www.usda.gov/wps/portal/usda/usdahome?navtype=RT&parentnavid=HOME&navid=NON_DISCRIMINATION))**

## Contact Us

**Spencer County Board of Education**  
**207 W. Main Street**  
**Taylorsville, KY 40071**

View Map & Directions (<http://maps.google.com/maps?q=207 W. Main Street+Taylorsville+KY+40071>)

**Phone: 502-477-3250**

**Fax: 502-477-3259**

Stay Connected



(<http://www.schoolpointe.com>)

## Thomas, Mark - SCPS Director of Operations

---

**From:** Thomas, Mark - SCPS Director of Operations  
**Sent:** Thursday, December 6, 2018 2:04 PM  
**To:** reporter@spencermagnet.com  
**Cc:** Thomas, Mark - SCPS Director of Operations  
**Subject:** Public Forum Meeting to Review the Nutrition and Physical Activity Environment for SCPS on December 18, 2018 at 12pm at the Extension Office

Please post in your weekly announcements:

## Public Forum Meeting to Review the Nutrition and Physical Activity Environment for SCPS

December 18, 2018 at 12pm at the Extension Office

### Objective:

- Discuss findings from the nutrition report and physical activity report
  - Review the Alliance for a Healthier Generation report for this school year
  - Seek public comments/input

### Agenda:

- Wellness Updates
- Review of the Healthy Schools Program District Report
- Nutrition Report and Physical Activity Report
- Develop a Plan to improve school nutrition and physical activities in the school district
  - Accept the plan to improve school nutrition and physical activities in the school district
- Compile a summary of school district findings and recommendations to be presented to the Board of Education for their review

*Mark Thomas*, Director of Operations

Spencer County Public Schools

207 West Main Street

Taylorsville, KY 40071

502 477-3250

502 477-3259 (fax)

USDA Nondiscrimination Statement

## Board Members

*Debbie Herndon, Chair*

*Janet Bonham, Vice Chair*

*Sandy Clevenger*

*Bart Stark*

*Lynn Shelburne*



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Bob Hafendorfer  
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Printed Name:	Signature:
Dee Dee Miller	Dee Dee Miller
Denise Lentz	Denise Lentz

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