

Be'ek'id Baa Ahoodzani Diné Bi'ólta' Pinon Community School Board, Inc.



School Wellness Policy School Year 2024-2025



Pinon Community School Board, Inc.
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Motion by **Rena Mann**, with a Second Motion by **Bertina Preston** with the vote of 4 in Favor,
0 Opposed, and 0 Abstained on this 7th day of October, 2024.

Mr. Wayne Clement, CNSB Board President
Pinon Community School Board, Inc.

LEA Name: PINON COMMUNITY SCHOOL

Local Wellness Policy

Date Created: July 2024

Last Updated: October 2024

Introduction The health and wellness of students and staff at Pinon Community School (PCS) are vital to fostering a thriving learning environment. This Local Wellness Policy is developed in alignment with the Local Wellness Policy Final Rule and the Arizona Department of Education's model policies. The policy outlines PCS's commitments to nutrition, physical activity, and overall wellness to support the holistic development of every student.

Purpose This policy aims to promote student health, reduce childhood obesity, and ensure compliance with federal and state regulations regarding school nutrition and wellness programs. It reflects PCS's dedication to creating a supportive environment conducive to academic success and lifelong wellness habits.

I. Wellness Policy Goals

1. Goals for Nutrition Promotion:

Goal 1: Academic Integration

- Incorporate nutrition education into core subjects such as science and health for KG-12th grade students to build foundational knowledge of healthy eating habits.
- Utilize project-based learning to engage students in activities like planning balanced meals, understanding food labels, and exploring the nutritional value of various foods.
- Provide professional development for staff to integrate nutrition education into their academic curriculum effectively.

2. Goal 2: Homeliving Skills Development

- Offer workshops and take-home materials for families to support healthy eating practices at home, fostering a collaborative approach to nutrition.
- Encourage staff to model healthy eating habits and participate in wellness programs that promote practical nutrition skills.

3. Goal 3: Community and Staff Engagement

- Partner with local organizations to host cooking demonstrations, provide resources on nutritious meal options, and support school garden programs.
- Develop a staff wellness initiative that includes nutritional counseling, healthy meal options in the cafeteria, and incentives for maintaining a healthy lifestyle.

Goals for Nutrition Education:

1. Goal 1: Comprehensive Curriculum Integration

- Develop and implement a comprehensive nutrition education for KG-12 students.
- Include lessons on the benefits of healthy eating, understanding nutritional labels, and making balanced food choices.
- Provide ongoing training and resources for teachers to effectively deliver nutrition education.

2. Goal 2: Hands-On Learning Opportunities

- Incorporate hands-on learning experiences, such as school gardening, cooking demonstrations, and interactive nutrition workshops, to reinforce classroom instruction.
 - Engage students in activities like food tastings and creating healthy recipes to encourage practical application of nutrition knowledge.
3. **Goal 3: Family and Community Engagement**
- Provide nutrition education resources and workshops for families to support healthy eating habits at home.
 - Host community events, such as family nutrition nights, to promote collaboration and shared learning among students, staff, and families.

Goals for Physical Activity:

1. **Goal 1: Daily Physical Education**
- Provide all students from KG-12th with daily physical education (PE) classes taught by certified SPARKS instructors, ensuring that at 1 hour of class time is devoted to physical activity.
 - Incorporate activities that develop motor skills, physical fitness, and social-emotional well-being.
 - Ensure adaptive PE options are available to meet the needs of all students, including those with disabilities.
2. **Goal 2: Active Recess and Breaks**
- Implement structured recess programs for all students, encouraging physical activity through organized games and free play.
 - Provide brain breaks and movement activities for students during extended class periods to enhance focus and reduce sedentary time.
 - Ensure that physical activity is not withheld as a form of punishment.
3. **Goal 3: Staff and Community Engagement**
- Promote staff wellness by encouraging participation in school-wide physical activity initiatives, such as fitness challenges and group exercise sessions.
 - Collaborate with Wellness Committee to offer after-school sports, family fitness activity, and weekend wellness projects.
 - Advocate for the use of school facilities for community-based physical activities, such as walking clubs, sports night, and other recreational sports.

Goals for Other School-Based Activities that Promote Student Wellness:

1. **Goal 1: Comprehensive Health Services**
- Provide on-site health screenings, such as vision, hearing, and dental checks, to identify and address student health needs promptly.
 - Partner with local health professionals to offer regular wellness consultations and educational sessions for students and families.
 - Ensure students have access to mental health resources, including counseling and peer support programs.
2. **Goal 2: Sustainable Environmental Practices**
- Implement school-wide recycling programs and encourage sustainable practices like composting and reducing food waste in the cafeteria.
 - Organize eco-friendly initiatives, such as tree planting days and clean-up events, to promote environmental stewardship.

- Incorporate sustainability education into the curriculum to foster a deeper understanding of the connection between environmental and personal health.
- 3. Goal 3: Cultural and Community Wellness Events**
 - Celebrate diverse cultural traditions through events that highlight healthy foods, traditional physical activities, and wellness practices.
 - Engage families and community members by hosting wellness fairs, cooking demonstrations, and activity nights that reflect the community's unique heritage and values.
 - Partner with local organizations to provide resources and workshops focused on holistic wellness, including financial literacy and stress management.

Other School-Based Wellness Activities

- PCS will host annual wellness events, such as health fairs and fitness challenges, to engage the entire school community.
- Staff wellness programs will be implemented to support educators and staff in maintaining their health and well-being.
- The school will collaborate with local health organizations to provide resources and support for students and families.

Policy Implementation and Evaluation

- PCS will establish a Wellness Committee comprising students, parents, staff, and community members to oversee policy implementation.
- The committee will meet twice a month to review progress, assess needs, and recommend updates to the policy.
- A triennial assessment will be conducted to evaluate the effectiveness of the policy and its alignment with model policies, as required by the Local Wellness Policy Final Rule.

II. Nutrition Standards

School Meals

The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

- a. All schools in the district will participate in the National School Lunch Program.
- b. All meals will, at a minimum, meet the New Meal Pattern requirements.
- c. Free, potable water will be available to all students during meal periods.
- d. Additional standards include:
 - I. Meals will emphasize the inclusion of whole grains, lean proteins, fresh fruits, and vegetables.
 - II. Sodium content in meals will comply with USDA sodium reduction targets.
 - III. Age-appropriate portion sizes will be followed to avoid excessive calorie intake.
 - IV. Special dietary accommodations will be provided for students with documented medical needs or religious practices.

Competitive Foods and Beverages

- a. Nutrition standards for competitive foods and beverages must, at a minimum, meet the USDA's Smart Snacks in Schools guidelines. These guidelines apply to all foods sold in the following locations:
 - I. School cafeterias outside of the meal service periods.

- II. Vending machines accessible to students.
- III. School stores or snack bars.
- IV. Fundraisers and events held on school premises during school hours.

- b. List any additional criteria the district has established for competitive foods here:
 - I. All beverages must contain no more than 10 grams of added sugar per serving.
 - II. Items sold must be free from artificial trans fats.
 - III. Packaged snacks should contain at least one serving of whole grains or protein.

Celebrations and Rewards

Arizona Law (ARS 15-242) states that all food and beverages served to students in grades K-8 must meet the USDA’s Smart Snacks in Schools guidelines.

- A. Describe your standards for all foods and beverages provided, but not sold, to students during the school day:
 - I. Foods and beverages served during classroom celebrations, parties, and events must meet the USDA Smart Snacks in Schools nutrition standards.
 - II. Teachers, staff, and parents are encouraged to provide non-food items or healthy snacks (e.g., fruits, vegetables, or whole-grain snacks) for celebrations.
 - III. Birthday celebrations should be limited to once per month per class, and healthy options or non-food-based recognition are strongly encouraged.
 - IV. Rewards for student performance or behavior should prioritize non-food incentives, such as extra recess time, certificates, or classroom privileges.
 - V. For special occasions that involve food, schools may permit up to **three exemption days per school year** where foods served do not need to meet Smart Snacks standards, as allowed by USDA guidelines.
- B. **Cultural and Seasonal Celebrations:**
 - I. **Indigenous Food Day:** Schools are encouraged to feature traditional indigenous foods prepared using healthy recipes to honor and celebrate local cultural heritage. Efforts should be made to ensure these foods align with USDA nutritional standards while preserving cultural authenticity.
 - II. **Holiday Dinners:** Schools hosting holiday meals (e.g., Thanksgiving, Winter Holidays) should provide balanced meal options that include lean proteins, whole grains, fruits, and vegetables. These meals can also highlight traditional dishes to honor cultural diversity.
 - III. Schools may collaborate with families and local communities to incorporate culturally significant foods into celebrations while prioritizing health and nutrition.
 - IV. Teachers and event planners should communicate in advance with parents about food being served during these events, ensuring that students with dietary restrictions or allergies are accommodated.

- I. These guidelines apply to (check all that apply):
 - School-sponsored events
 - Celebrations and parties
 - Classroom snacks provided by parents

☒ Classroom rewards and Incentives

Fundraising

- a. Describe your policy on food and beverage related fundraisers sold to students on school campus during the school day, including the frequency and duration of exempt fundraisers as appropriate:

Fundraising

I. Policy on Food and Beverage-Related Fundraisers: All food and beverage-related fundraisers held on school campus during the school day must comply with USDA Smart Snacks in Schools guidelines. Fundraisers that do not meet these standards may only be permitted **up to three times per school year** and must be exempt from regular food and beverage policies. These exempt fundraisers should be limited in duration and must be pre-approved by the school administration. Schools are encouraged to explore non-food-based fundraisers or those that promote healthy eating habits.

Food and Beverage Marketing in Schools

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. All products marketed on the school campus must, at a minimum, meet the Smart Snacks guidelines.

a. Describe your policies for food and beverage marketing:

- I. All food and beverage advertisements on school grounds, including posters, digital media, and product placements, must comply with USDA Smart Snacks in Schools standards.
- II. Marketing of foods and beverages to students during the school day is limited to products that meet the nutritional guidelines outlined by the USDA.
- III. Schools will not permit the marketing of foods or beverages that do not contribute to the overall health and well-being of students.
- IV. Promotional materials, including flyers, banners, or digital displays, must not promote unhealthy eating habits or encourage the consumption of products that are high in sugar, fat, or sodium.

b. Describe any additional policies for foods and beverages marketed to students:

- I. The marketing of foods and beverages on school property will prioritize nutritious options such as fruits, vegetables, whole grains, and lean proteins.
- II. Advertising campaigns featuring sugary snacks, drinks, or fast food are prohibited in the school environment.
- III. All food and beverage marketing efforts, including those from external companies, must be aligned with the school's commitment to fostering healthy eating habits.
- IV. Promotional partnerships or sponsorships with food companies must be carefully reviewed to ensure they align with school wellness goals and USDA guidelines.

III. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee that meets to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy.

- a. Describe frequency of meetings: Committee will meet twice (2) a month and sponsor two (2) wellness events/projects for students, parents, staff and community.
- b. Description of who the LEA permits to participate in the wellness policy process. (e.g. parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, the school board, and school administrators): Everyone is invited to participate in the Wellness Committee and everyone may participate in the meetings set by the Committee.
- c. Description of how the public is notified that their participation is permitted: Meetings and events will be shared throughout flyers, calendars, social media, chapter meetings, planning meetings, PAC meetings, and etc.

Leadership

The district has designated one or more LEA and/or school official(s) who have the authority and responsibility to ensure each school complies with the local wellness policy.

- a. The designated official for oversight of implementation at each school is: Governing Board, Principal and Supervisors.
- b. The designated official for convening the wellness committee is: Wellness Committee
- c. The person designated for informing the public about the wellness policy is: President of the Wellness Committee

IV. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation of the Wellness Policy

- a. Describe the District’s plan for implementation to manage and coordinate the execution of this wellness policy.
The Wellness Policy will be approved by the Governing Board and published on the school’s website for students, parents, staff and stakeholders.

Triennial Progress Assessments

At least once every three years, the LEA must conduct an assessment of their wellness policy. To accomplish this, the District will evaluate compliance with their wellness policy and assess progress toward meeting the goals of the District Wellness policy. Additionally, USDA requires that the District will compare their policy to the Alliance for a Healthier Generation’s model wellness policy.

- a. The District will assess compliance and progress of their local wellness policy at least once every 3 years.
 - i. Provide a description of how the District will assess the progress made in attaining the goals of the District’s wellness policy: The Committee will conduct a survey. Based on the survey, the goals may need to be revised, amend and modify the Wellness Policy.
- I. (Optional) The person responsible for this assessment is: The Wellness Committee.
 - ii. Provide a description of how the District will assess each school’s compliance with sections I-IV of this wellness policy.

To assess each school's compliance with sections I-IV of the wellness policy, the School will implement a systematic review process that involves multiple methods to ensure all areas are properly addressed. The assessment will include the following steps:

- A. **Documentation Review:** The School will collect and review relevant documents, such as wellness policy implementation plans, health and nutrition programs, and physical activity records, to ensure each school is in line with the guidelines set forth in the wellness policy.
 - B. **Data Collection:** Schools will be required to submit reports on their wellness programs, including participation data, meal programs, physical activity levels, and health education outcomes. The School will evaluate this data for alignment with the wellness policy sections.
 - C. **Surveys and Feedback:** Staff, students, and parents will be surveyed periodically to gauge the effectiveness and compliance of wellness initiatives. Feedback will be used to identify any gaps or areas for improvement.
 - D. **Site Visits and Observations:** District representatives will conduct site visits to observe wellness activities and assess whether they meet the standards outlined in the policy, such as adequate physical activity opportunities and healthy meal offerings.
 - E. **Annual Review and Reporting:** An annual review will be conducted at the School level to assess the overall compliance of all schools with the wellness policy. This review will include progress reports from each school and an evaluation of the effectiveness of implemented strategies.
 - F. **Corrective Actions:** If any school is found to be non-compliant, the School will work with the school to develop corrective action plans. This will include additional support, resources, and guidance to help meet the wellness policy's requirements.
 - G. Each section of the wellness policy (I-IV) will be evaluated based on established metrics, ensuring a comprehensive and consistent approach to monitoring and enhancing student health and wellness across the District.
- i. (Optional) The person responsible for this assessment is: The Wellness Committee
- b. The District will assess how their wellness policy compares to model wellness policies.
 - i. Provide a description of how the District will compare their policy with the model policies.

To compare the District's wellness policy with model wellness policies, the District will implement the following process:

 - **Research and Identification of Model Policies:** The School will gather and identify reputable model wellness policies from national, state, and regional sources, such as the Centers for Disease Control and Prevention (CDC), the U.S. Department of Agriculture (USDA), and state education agencies. These model policies will serve as benchmarks for best practices in school wellness.
 - **Policy Review:** A cross-functional team consisting of health and wellness experts, nutrition specialists, school administrators, and legal advisors will

carefully review both the School's wellness policy and the model policies. The comparison will focus on key areas such as:

- **Nutritional Standards:** Meal requirements, healthy snacks, and beverage offerings.
- **Physical Activity:** Opportunities for physical education, recess, and extracurricular activities.
- **Health Education:** Curriculum guidelines related to nutrition, fitness, and overall well-being.
- **Environmental Support:** School environment factors that support healthy lifestyles, such as clean facilities, access to healthy food, and safe spaces for physical activity.
- **Gap Analysis:** The team will conduct a gap analysis to identify any discrepancies or areas where the School's policy might fall short compared to the model policies. This includes checking for specific guidelines, goals, or recommendations in the model policies that may not be present in the School's current policy.
- **Consultation with Experts:** The School may consult with external experts or agencies, such as local public health departments, school nutritionists, and wellness policy consultants, to get feedback on how well the School's policy aligns with national standards and model policies.
- **Feedback from Stakeholders:** The School will gather feedback from key stakeholders, including school staff, students, parents, and community members, to assess whether the policy meets the needs and expectations of the school community, in comparison with best practices found in model policies.
- **Recommendations for Improvement:** Based on the comparison and gap analysis, the School will develop recommendations for updating and improving its wellness policy. This could involve adding specific language, introducing new strategies or goals, or ensuring compliance with state and federal regulations that might not have been previously addressed.
- **Ongoing Monitoring and Adjustment:** To ensure the policy remains aligned with evolving best practices, the School will periodically review and compare its wellness policy with updated model policies and incorporate any relevant changes as necessary.

By systematically comparing their wellness policy with established model policies, the School will ensure its approach to student health and wellness is comprehensive, effective, and in line with the latest standards and recommendations.

- i. (Optional) The person responsible for this assessment is: The Wellness Committee

Revisions and Updating the Policy

The District will update or modify the wellness policy as appropriate.

- a. Describe how often the LEA will update or modify the wellness policy: The policy will be reviewed annually.

Notification of Wellness Policy, Policy Updates and Triennial Assessment

The District will inform families and the public each year of any updates to the wellness policy and every three years their compliance with the written wellness policy.

- a. Describe how the LEA will make the district wellness policy available to the public:
The School will publish the Wellness Policy through the School website.
- b. The annual progress reports and updates can be found at:
The Wellness Committee annual report.
- c. The District will make the Triennial Assessment available at:
The Wellness Committee annual report.

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mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

fax: (202) 690-7442; or

email: program.intake@usda.gov.

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WELLSAT 3.0 SCORECARD RECOMMENDATIONS

Pinon Community School

Date | 5/16/2024



Denotes a federal Local Wellness Policy requirement.

Congratulations on completing the AZ Health Zone's WellsAT review of your school's wellness policy! *This review compared your policy against a "model" wellness policy and found it to be developing.* These recommendations are organized by topic and suggest ways to make your policy align even more with practices known to improve student wellness. Because every school is unique, we hope that you can choose from these suggestions in a way that works for your community.

Nutrition Education

Consider adding language that describes:

- The *grade levels* (ex., K-8, or "all elementary students") *that receive sequential, K-12 comprehensive nutrition education.*
- Any links between nutrition education and *where food comes from* (ex., gardening) and/or *the school food environment* (ex., lunchroom learning).
- The integration of nutrition education *into core subjects like math or science.*

Standards for USDA Child Nutrition Programs & School Meals

Simply adding this web link for the [Nutrition Standards for the National School Lunch and School Breakfast Programs](#) can enhance transparency to families and staff.

The school may wish to specify that *annual training for cafeteria staff* is consistent with USDA standards and/or describe any *local food procurement used by the school.*

*- add to menu
Shamrock*

Nutrition Standards for Competitive and Other Foods & Beverages

The USDA's Smart Snack standards are required for all competitive foods and beverages sold on the school campus during the school day. Consider adding that *the school follows these Smart Snack standards* along with [this web link for the USDA Smart Snack Guidelines.](#)

Consider including the *availability of free drinking water throughout the school day* (not just during meals).

availability of drinking water - Campus - add to menu

Your District's Scorecard

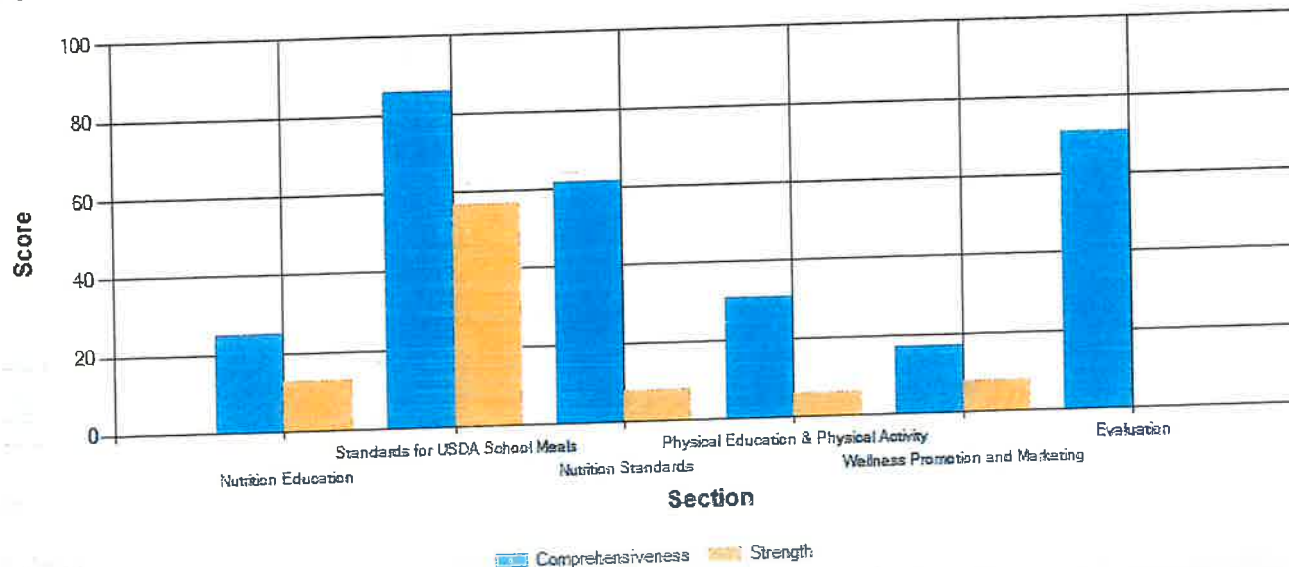
[Close window](#)

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.

Version: 3.0



Policy Name: FY24 Pinon Community School



Section 1. Nutrition Education

Rating


Item ID	Description	Rating
NE1	Includes goals for nutrition education that are designed to promote student wellness.	1
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	0
NE3	All elementary school students receive sequential and comprehensive nutrition education.	0
NE4	All middle school students receive sequential and comprehensive nutrition education.	0
NE5	All high school students receive sequential and comprehensive nutrition education.	0
NE6	Nutrition education is integrated into other subjects beyond health education	0
NE7	Links nutrition education with the school food environment.	2
NE8	Nutrition education addresses agriculture and the food system.	0
Subtotal for Section 1	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	25

NS6	 Addresses fundraising with food to be consumed during the school day.	1
NS7	Exemptions for infrequent school-sponsored fundraisers with food to be consumed during the school day.	1
NS8	Addresses foods and beverages containing caffeine at the high school level.	0
NS9	 Regulates food and beverages served at class parties and other school celebrations in elementary schools.	0
NS10	Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming.	1
NS11	Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.	2
NS12	Addresses food not being used as a reward.	0
NS13	Addresses availability of free drinking water throughout the school day.	0
Subtotal for Section 3	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 13 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	62
	Strength Score: Count the number of items rated as "2" and divide this number by 13 (the number of items in this section). Multiply by 100.	8

[Click here for Nutrition Standards Resources](#)

Section 4. Physical Education and Physical Activity

Rating

PEPA1	 There is a written physical education curriculum for grades K-12.	1
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	0
PEPA3	Physical education promotes a physically active lifestyle.	2
PEPA4	Addresses time per week of physical education instruction for all elementary school students.	0
PEPA5	Addresses time per week of physical education instruction for all middle school students.	0
PEPA6	Addresses time per week of physical education instruction for all high school students.	0
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	0
PEPA8	Addresses providing physical education training for physical education teachers.	1
PEPA9	Addresses physical education exemption requirements for all students.	0
PEPA10	Addresses physical education substitution for all students.	0

<p>Total Strength Add the strength scores for each of the six sections above and divide this number by 6.</p>	<p>District Score 15</p>
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 Federal Requirement  Farm to School  CSPAP

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by: *[District should choose appropriate and reasonable options such as physical activity clubs, physical activity in aftercare, intramurals or interscholastic sports, and insert approaches here.]*

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to: *[District will select from the list below and insert them here as policy].*

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students

ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

Updated 9/2016 to Reflect the USDA Final Rule

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader's name is _____ (list here).

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include _____ (list 3-4 strategies here). The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

[Optional language includes:

- The District will use a healthy meeting policy for all events with available food options, created by the SWC/DWC or one that currently exists that optimizes healthy food options with a variety of choices and selections of healthy foods for a variety of dietary needs.]

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

- ¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523-532.
- ² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234-1239.
- ³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3-36.
- ⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899-907.
- ⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S-813S.
- ⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743-760, quiz 761-762.
- ⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199-213.
- ⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141-144.
- ⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12-20.
- ¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497-505.
- ¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.
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- ¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills - A follow-up study among primary school children*. *PLoS ONE*, 2014; 9(9): e107031.
- ¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4): e1063-1071.
- ¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>

ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

Updated 9/2016 to Reflect the USDA Final Rule

include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on all days during the school year (Insert as appropriate any language such as: *This policy may be waived on early dismissal or late arrival days*) If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. *[Depending on regions or weather conditions, districts may insert weather guidelines or guidelines for outside play here. OR District could create new ones such as: "Students will be allowed outside for recess except when outdoor temperature is above/below District-set temperature, inclusive of wind chill factors, during "code orange" or "code red" days, during storms with lightening or thunder, or at the discretion of the building administrator based on his/her best judgment of safety conditions."]*

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. *[District can insert indoor recess guidelines here, which might delineate a minimum amount of time for activity opportunities during indoor recess. If these guidelines do not yet exist, the district wellness council will create them or facilitate their development on a school-by-school basis and include them here.] [If District opts for school-by-school indoor recess guidelines, insert: Each school will maintain and enforce its own indoor recess guidelines.]*

ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

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- equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
 - Advertisements in school publications or school mailings.
 - Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move! Active Schools* (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason *[insert if appropriate: "This does not include participation on sports teams that have specific academic requirements"]*. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

[Optional additional policy language:

- *Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces will be open to students, their families, and the community outside of school hours (meets Healthy Schools Program Gold-level criteria). Change Lab Solutions provides guidance regarding joint- or shared-use agreements.*
- *The District will work with schools to ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.]*

ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

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- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

[Optional additional policy language includes:

In elementary schools, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards (meets Healthy Schools Program Silver/Gold-level criteria).

- *All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula (meets Healthy Schools Program Silver/Gold-level criteria).]*

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods

- School utilizes promotions or special events, such as tastings, that highlight the local/regional products.]

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

[Optional additional policy language may include:]

- *Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.*
- *All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.]*
- *Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.*

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

[NOTE: In some cases, states have passed more stringent nutrition standards for competitive foods and beverages in addition to the USDA Smart Snacks in School nutrition standards. In these states, districts and schools must also comply with their state standards.]

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day* [and ideally, the extended school day*] will meet or exceed the USDA Smart Snacks nutrition standards [or, if the state policy is stronger, "will meet or exceed state nutrition standards"]. These standards will apply in all locations and through all services

ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

Updated 9/2016 to Reflect the USDA Final Rule

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and *[include here any additional Federal child nutrition programs in which the district participates, possibly including the Fresh Fruit & Vegetable Program (FFVP), Special Milk Program (SMP), Summer Food Service Program (SFSP), Supper programs, or others]*. The District also operates additional nutrition-related programs and activities including *[if applicable, insert here a list of other programs such as Farm to School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts, Grab 'n' Go Breakfast, or others]*. All schools within the District are committed to offering school

ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY

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The designated official for oversight is (Title and contact information)

The name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) is(are):

Name	Title / Relationship to the School or District	Email address	Role on Committee
Ima Example	Community Member	ImaExample@community.org	Assists in the evaluation of the wellness policy implementation

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators.

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school-level assessment based on the Centers for Disease Control and Prevention’s School Health Index, create an action plan that fosters implementation and generate an annual progress report.

[School District] Wellness Policy

Note: This "Basic" district-level wellness policy template meets the minimum Federal standards for local school wellness policy implementation under the final rule of the Healthy, Hunger-Free Kids Act of 2010, the Alliance for a Healthier Generation Healthy Schools Program Bronze-level award criteria, and minimum best practice standards accepted in the education and public health fields. Where appropriate, the template includes optional policy language school districts can use to establish a stronger policy that meets the Healthy Schools Program Silver or Gold award levels. School districts should choose policy language that meets their current needs and also supports growth over time] If you are using this tool to compare your policy against, you should include the language in italics as the strongest examples for comparison.

Preamble

[Insert School District name] (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transportation and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus – in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;

Total Strength

Add the strength scores for each of the six sections above and divide this number by 6.

District Score

15






Federal Requirement



Farm to School





CSPAP

PEPA11	 Addresses family and community engagement in physical activity opportunities at all schools.	1
PEPA12	 Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	1
PEPA13	Addresses recess for all elementary school students.	0
PEPA14	 Addresses physical activity breaks during school.	0
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	0
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	0
Subtotal for Section 4	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 16 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	31
	Strength Score: Count the number of items rated as "2" and divide this number by 16 (the number of items in this section). Multiply by 100.	6

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

Section 5. Wellness Promotion and Marketing

Rating





WPM1	Encourages staff to model healthy eating and physical activity behaviors.	1
WPM2	 Addresses strategies to support employee wellness.	0
WPM3	Addresses using physical activity as a reward.	0
WPM4	Addresses physical activity not being used as a punishment.	0
WPM5	Addresses physical activity not being withheld as a punishment.	0
WPM6	Specifies marketing to promote healthy food and beverage choices.	2
WPM7	 Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	0
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	0
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	0
WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers).	0
WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system).	0

	Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	13
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[Click here for Nutrition Education Resources](#)

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





Rating

SM1	 Assures compliance with USDA nutrition standards for reimbursable school meals.	1
SM2	Addresses access to the USDA School Breakfast Program.	2
SM6	Specifies strategies to increase participation in school meal programs.	2
SM7	Addresses the amount of "seat time" students have to eat school meals.	2
SM8	 Free drinking water is available during meals.	2
SM9	 Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	1
SM10	 Addresses purchasing local foods for the school meals program.	0
Subtotal for Section 2	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 7 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	86
	Strength Score: Count the number of items rated as "2" and divide this number by 7 (the number of items in this section). Multiply by 100.	57

[Click here for School Food Resources](#)

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

Rating

NS1	 Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.	1
NS2	USDA Smart Snack standards are easily accessed in the policy.	0
NS3	 Regulates food and beverages sold in a la carte.	1
NS4	 Regulates food and beverages sold in vending machines.	1
NS5	 Regulates food and beverages sold in school stores.	1

Is the school also interested in using *Smart Snacks food and drinks served during school – celebrations*? If food celebrations are important to your school community, are there ways to enhance the *nutritional value of the foods and drinks served*?

Physical Education (PE) & Physical Activity


If feasible and applicable, considering adding:

- That the school uses *a written, comprehensive, and standards-based PE curriculum*.
- The *time per week for PE (or required semesters) for each grade level served*.
- Any *certification requirements for PE teachers*.
- That the school *minimizes or does not allow PE exemptions or substitutions*.
- The *time provided for daily recess for elementary school students* (ex., 30 min).
- The use of *physical activity breaks ("brain breaks")* for students during class time.*
- Any *joint- or shared-use agreements* that allow community members to use facilities like the school playground after school hours.

Spark catch
time?

Schedule

Wellness Promotion & Marketing


 The policy will better meet federal guidelines if it specifies that *food and beverage marketing on the school campus must meet Smart Snack guidelines*, including on school property, in educational materials, where food is purchased, in school media, and/or in fundraisers.

Does the school offer *staff wellness programs or support*? Describing this in the policy can show the school community how you support adults as well as students!

The school may wish to add that *physical activity is not used or withheld as punishment*.

- process
day
Health Team
for staff

Implementation, Evaluation & Communication

 To enhance adherence with federal and state requirements, consider adding:

- That the policy is *assessed at least once every three years* for (1) *compliance*, (2) *implementation*, and (3) *comparison against a model policy*.
- That the *written wellness policy and the results of the triennial assessment are made available to the public* (ex., on the school website).
- A brief description of the school's *plan for updating the policy* (ex., that it will be based on the results of the triennial assessment).

It would also help to clarify that *the school wellness committee is active and meets regularly* (ex., four times per year).



Pinon Community School, Inc.

Date: 01/14/2025

Location: Conference Room @ 5:00pm - 6pm

SIGN-IN SHEET

Print Name

Signature

Time In

Time Out

Linda Tsosie Linda Tsosie _____ _____

Maranda Bitsie _____ _____ _____

Annell Sieweyumptewa _____ _____ _____

Melanie Tsosie _____ _____ _____

Kathy Begay _____ _____ _____

Irene Begay _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

Jan 14, 2025 | Wellness Meeting @ 5pm - 7pm

Attendees: Wellness Committee Maranda Bitsui

1. Sign In
 2. Invocation: volunteer
 3. Policy - approved by the board and aware to make few changes
 - PCS Wellness
 - IHS proposal
 4. Referencing the both
 5. Food menus need to be posted monthly on the school website.
 - Nutrition analyst
 - Menu being posted on the school website (food service)
 6. Need the monthly calendars from residential and kindergarten (food service)
 - Promotion of new items
 7. Area of growth
 - School gardens
 - Farm tours
 8. Lesson to promote fruits and vegetables, whole grains,
 9. Lesson will emphasize caloric balance between food intake and energy expenditure.
 10. Marketing being taught
 11. SEC implementing physical education, etc.
 12. IHS coming onto campus and doing presentations, etc.
 13. Fitness room, weight room, etc.
 14. Inventory for equipment on school campus
 15. Students will receive physical education for at least
 - 60-89 minutes
 - 90-149 minutes
 - 150 or more minutes per week
 16. Teachers will serve as role models by being physically active alongside students whenever possible.
 17. Implementation of
 18. Location of the records is listed in the policy
 19. Adding on more.
 20. Meeting adjourned at 7:00 pm
-



Local Wellness Policy Assessment Comparison with a Model Policy

The Local Wellness Policy Final Rule requires LEAs to assess the extent to which their district Local Wellness Policy aligns with model policies at least once every three years.

Instructions

1. Obtain a copy of your written local wellness policy and any accompanying action plans used to guide implementation.
2. Review each section of your policy and check off the boxes below if your policy or action plan includes language similar to the language below.
3. Tally the number of check boxes for each section of the policy. Add any additional information that is in your policy but not included below.
4. Identify the areas of strength and success, as well as the areas the district wants to work on in the coming years.
5. Share the results with the District Wellness Committee and the public.

Goals for Nutrition Promotion

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> The district will encourage participation in school meal programs. <input type="checkbox"/> The district will implement at least 10 Smarter Lunchroom Techniques. <input checked="" type="checkbox"/> School meal program menus will be posted on the district website or individual school sites. <input checked="" type="checkbox"/> Menus will include nutrient content and ingredients. <i>including</i> <input checked="" type="checkbox"/> Participation in meal programs will be promoted to families. <input checked="" type="checkbox"/> 100% of foods and beverages promoted to students meet the USDA's Smart Snacks in Schools standards. | <ul style="list-style-type: none"> <input type="checkbox"/> The district will implement at least 4 of the following 5 Farm to School activities: <ul style="list-style-type: none"> <input type="checkbox"/> Local and/or regional products are incorporated into the school meal program. <input checked="" type="checkbox"/> Messages about agriculture and nutrition are reinforced throughout the learning environment. <input checked="" type="checkbox"/> School hosts a school garden. <input checked="" type="checkbox"/> School hosts field trips to local farms <input type="checkbox"/> School utilizes promotions or special events to highlight local/regional products. |
|---|--|

Nutrition Promotion Subtotal _____ of 7

Goals for Nutrition Education

- Nutrition education is designed to provide students with the knowledge and skills necessary to promote and protect their health. ✓
- Nutrition education is taught as part of health education.
- Nutrition education is incorporated into instructions through other subjects like math, science, language arts, social sciences and electives.
- Nutrition education includes enjoyable and developmentally appropriate participatory activities including (but not limited to):
 - Cooking demonstrations
 - Taste testing
 - Promotion of new items ✓
 - School gardens
 - Farm tours
- Lessons will promote fruits, vegetables, whole grain-rich products, low-fat and fat-free dairy, and healthy food preparation methods. ✓
- Education lessons will emphasize caloric balance between food intake and energy expenditure. ✓

Goals for Nutrition Education

- Lessons link with school meal programs, cafeteria nutrition promotion activities, school gardens/Farm to School, and other nutrition related community activities.
- Media literacy with an emphasis on food and beverage marketing is taught.
- Teachers and other staff receive training in nutrition education.
- Elementary Schools- Nutrition education is offered at each grade level as part of sequential, comprehensive standards-based health education curriculum.
- Health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula.
- Health education lessons include a minimum of 12 of the following essential topics on healthy eating:
 - Relationship between healthy eating and personal health and disease prevention.
 - Food guidance from MyPlate.
 - Reading and using the FDA's Nutrition Facts labels.
 - Eating a variety of foods every day.
 - Balancing food intake and physical activity.
 - Eating more fruits and vegetables and whole grain products.
 - Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans-fat.
 - Choosing foods and beverages with little added sugar.
 - Eating more calcium-rich foods
 - Preparing healthy meals and snacks
 - Risks of unhealthy weight control practices
 - Accepting body size difference
 - Food safety
 - Importance of water consumption
 - Importance of eating breakfast
 - Making healthy choices when eating at restaurants eating disorders
 - The Dietary Guidelines for Americans.
 - Reducing sodium intake.
 - Social influences on healthy eating, including media, family, press and peers.
 - How to find valid information or services related to nutrition and dietary behavior.
 - How to develop a plan and track progress toward achieving a personal goal to eat healthfully.
 - Resisting peer pressure related to unhealthy dietary behavior or influencing, supporting, or advocating for others' healthy dietary behavior.

Nutrition Education Subtotal ____ of 12

Goals for Physical Education and Physical Activity

- Physical activity during the day (including but not limited to recess, classroom physical activity breaks, or physical education) will not be used or withheld as punishment for any reason.
- The district will implement a Comprehensive School Physical Activity Program (CSPAP).
- To the extent practicable, the district will ensure that its grounds and facilities are safe and that equipment is available for all students to be active.
- Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces will be open to students, their families, and the community outside of school hours.
- The district will work with schools to ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.
- All district elementary students in each grade will receive physical education for at least (choose one)
 - 60-89 minutes per week
 - 90-149 minutes per week
 - 150 or more minutes per week
- All district secondary students are required to take the equivalent of one academic year of physical education.
 - Optional- Secondary students will take more than one academic year of physical education.
 - Optional- Secondary students will take physical education throughout all secondary school years.
- The district will provide students with formal, age-appropriate physical education, consistent with national and state standards for physical education.
- Physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool).
- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.
- All physical education teachers in the district will be required to participate in a least a once per year professional development in education.
- All physical education classes in the district are taught by licensed teachers who are certified or endorsed to teach physical education.
 - Waivers, exemptions, or substitutions for physical education classes are not granted.
- All elementary schools will offer at least 20 minutes of recess on all days during the school year.
- If recess is offered before lunch, proper hand washing measures will be in place.
- Recess will be offered outdoors when weather is possible.
- Recess is a complement not a substitute for physical education class.
- Recess monitors will encourage students to be active and will serve as role models by being physically active along with students when possible.
- The district offers opportunities for students to participate in physical activity before school.
- The district offers opportunities for students to participate in physical activity after school.
- Health education will be required in all grades (elementary) and the district will require middle and high school students to take a pass at least one health education course.
- Teachers will serve as role models by being physically active alongside students whenever possible.
- The district will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity.
 - The physical, physiological, or social benefits of physical activity
 - How physical activity can contribute to a healthy weight.
 - How physical activity can contribute to the academic learning process.
 - How an inactive lifestyle contributes to chronic disease.
 - Health-related fitness, including cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition.
 - Differences between physical activity, exercise, and fitness.
 - Phases of an exercise session including warm up, workout, and cool down.
 - Overcoming barriers to physical activity
 - Decreasing sedentary activities such as TV watching
 - Opportunities for physical activity in the community

- Preventing injury during physical activity.
- ✓ Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active.
- ✓ How much physical activity is enough, including determining frequency, intensity, time, and type of physical activity.
- Developing an individualized physical activity and fitness plan.
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs such as steroids
- ✓ Social influences on physical activity including media, family, peers, and culture.
- How to find valid information or services related to physical activity and fitness.
- ✓ How to influence, support, or advocate for others to engage in physical activity
- ✓ How to resist peer pressure that discourages physical activity.
- Students will be offered periodic opportunities to be physically active or to stretch throughout the day on all or most days during a typical school week.
- ✓ The district recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time at least 3 days per week.
- ✓ The district will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks.
- Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible and will do their part to reduce sedentary behavior during the day.
- The district will support active transport to and from school such as walking or biking.
- The district will encourage active transport by engaging in six or more of the following:
 - ✓ Designate safe or preferred routes to school.
 - Promote activities such as participation in international Walk to School Week, National Walk and Bike to Walk to School Week.
 - Secure storage facilities for bicycles and helmets.
 - ✓ Instruction on walking/bicycling safety provided to students.
 - ✓ Promote safe routes to school program to students, staff, parents via newsletters, websites, and local newspaper.
 - ✓ Use crossing guards.
 - ✓ Use crosswalks on streets leading to schools.
 - Use walking school buses.
 - Document the number of children walking and/or biking to and from school.
 - ✓ Create and distribute maps of the school environment (sidewalks, crosswalks, roads, pathways, bike racks etc).

Physical Education and Physical Activity Subtotal ____ of 29

Goals for Other School-Based Activities that Promote Student Wellness

- All school-sponsored events will adhere to the wellness policy guidelines.
- All school-sponsored wellness events will include physical activity and healthy eating opportunities.
- The district will (develop, enhance or continue) relationship with community partners as appropriate, including:
 - Hospitals
 - Universities/colleges
 - Local businesses
 - SNAP-Ed Providers
- The district will promote to parents/caregivers, families, and the general community the benefits of and approaches to healthy eating and physical activity throughout the school year.
- Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.
- The district will use electronic and non-electronic mechanisms to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.
- The district wellness committee will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff.
 - Subcommittee leader's name is listed in the policy
- Schools in the district will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors, and 3-4 strategies are listed.
- The district promotes staff member participation in health promotion programs.
- The district uses healthy meeting policy for all events with available food options, created by the district wellness committee to optimize healthy food options.
- When possible, the district will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and schools.

Other Activities Subtotal ____ of 19

Policies for School Meal Standards

- All schools in the district will participate in the National School Lunch Program.
- All schools in the district will participate in the School Breakfast Program.
 - When possible, breakfast will be served in the classroom or via mobile grab and go carts.
- All schools in the district (where appropriate) will participate in the Afterschool Care Snack Program.
- When possible, schools will participate in the Fresh Fruit and Vegetable Program Grant.
- Meals will be accessible to all students.
- Meals will be appealing and attractive to students.
- Meals will be served in clean and pleasant settings.
- Meals served will meet or exceed the current nutrition requirements established by local, state, and Federal statutes and regulations.
- Students will be allowed at least 10 minutes to eat breakfast.
- Students will be allowed at least 20 minutes to eat lunch.
- Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
- School meals are administered by a team of nutrition professionals.
- The district child nutrition program will accommodate students with special dietary needs.
- Students will be served lunch at a reasonable and appropriate time of the day.
- Lunch will follow recess to better support learning and healthy eating.
- Local and/or regional products will be incorporated into the school meal programs.
- Free, potable water will be made available to all students during the meal period.
- Water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards.
- Students will be allowed to bring and carry approved water bottles with only water in them throughout the day.

School Meal Standards ____ of 19

Policies for Competitive Foods and Beverages

- Foods and beverages served outside the school meal programs will meet the USDA Smart Snacks in School nutrition standards, at a minimum.

Competitive Food and Beverages ____ of ____

Policies for Celebrations and Rewards

- Foods served to students in grades K-8 will also meet (or exceed) the Smart Snacks in School nutrition standards, per the Arizona Nutrition Standards (ARS 15-242).
These guidelines apply to (check all that apply):

do

- Celebrations and parties- The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration idea.
- Classroom snacks brought in by parents. The district will provide parents a list of foods and beverages that meet the Smart Snacks nutrition standards.
- Rewards and incentives- The district will provide teachers and other school staff with a list of alternative ways to reward students.
- Food and beverage will not be used as a reward.

Celebrations and Rewards ____ of 5

Policies for Fundraisers

- The district will allow exempt fundraisers that sell food that does not meet the USDA's Smart Snacks in Schools standards on the school campuses during the school day.
- The district will submit the exemption request form to ADE for all food related fundraisers when the foods do not meet USDA's Smart Snacks in Schools standards.
- The district has defined what it considers to be 'infrequent' for these exempt fundraisers.
- The district has defined what it considers to be an appropriate short duration for these exempt fundraisers.
- Fundraising done outside of school hours will sell only non-food items or food and beverage that meet the USDA's Smart Snacks in Schools standards.

Fundraising ____ of 5

- The district will not allow exempt fundraisers. All foods and beverages sold as fundraisers will meet USDA's Smart Snacks in Schools standards.
- Fundraisers will include only non-food items and physical activity-based fundraisers will be encouraged.
- Fundraising done outside of school hours will sell only non-food items or food and beverage that meet the USDA's Smart Snacks in Schools standards.

OR

Fundraising ____ of 3

Policies for Food and Beverage Marketing

- Any food or beverages advertised on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition guidelines.
These guidelines apply to (Check all that apply)
- Brand names, trademarks logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays such as on vending machine exteriors.
- Corporate brand, logo, trademark, or name on school equipment such as marquees, message boards, scoreboards, etc.

- Corporate brand, logo, trademark, or name on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment, as well as on posters, book covers, school supplies displays etc.
- Advertisements in school publications or mailings.
- Free product samples, taste tests, or coupons of a product or free samples displaying advertising of a product.
- As the district, school nutrition services, athletic director, PTO/PTA reviews existing contracts and considers new contracts, equipment and purchasing, decisions should reflect the applicable marketing guidelines established by the wellness policy.

Food and Beverage Marketing ____ of 8

District Wellness Committee Membership

- The district convenes a representative district wellness committee (DWC).
- DWC includes representation from all school levels including (but not limited to):
 - All school levels Parents/Caregivers Students
 - Representative from School Nutrition Programs
 - Physical education teacher
 - Health education teacher
 - School health professionals (nurses)
 - Mental health and social services staff (counselors, psychologists, social workers)
 - Administrators
 - School board members
 - Health professionals (dietitians, doctors, nurses) The general public
 - To the extent possible, a representative from each school

- The DWC meets at least 4 times per year.
- DWC includes representation from community partners (when feasible)
- Language that each school within the district will establish an on-going school wellness committee to review school-level, health related issues in coordination with the DWC.
- The public is notified of their ability to participate in the LWP process.

District Wellness Committee Membership ____ of 6

District Wellness Committee Leadership

- Superintendent or other designee is listed as the person who will convene the DWC and facilitate development of and updates to the wellness policy and will ensure each school's compliance with the policy.
 - Designee is Maramba / Lirida
 - Other committee members' names are listed in the policy. -
- Each school has designated a wellness policy coordinator who will ensure compliance with the policy.

District Wellness Committee Leadership ____ of 2

Implementation Plan

- The district has a plan for implementation to manage and coordinate the execution of this wellness policy.
- The plan includes roles, responsibilities, actions and timelines specific to each school and includes information about who will be responsible to make changes.
- Schools use a specific tool (Alliance's Healthy Schools Program, Action for Healthy Kids Game On, ADE's activity and assessment tool etc.) to complete a school-level assessment prior to developing the implementation plan.
- The wellness policy and progress reports are posted online and the URL for their online location is included in the policy.

Implementation Plan ____ of 4

Recordkeeping

- The district has a plan for retaining records to document compliance with the wellness policy.
- The location of the records is listed in the policy.
 - Documentation kept on file includes (check all that apply):
 - Written wellness policy
 - Documentation demonstrating it has been made available to the public.
- Documentation of efforts to review and update the policy, including indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate.
- Documentation to demonstrate compliance with the annual public notification requirements.
- The most recent assessment on implementation of the school wellness policy
- Documentation demonstrating the most recent assessment on the implementation of the policy has been made available to the public.

Recordkeeping ____ of 8

Annual Notification of Policy

- The district will actively inform families and the public each year of basic information about the policy, including its content, updates, and implementation status.
- The district will make this information available via the district website and/or district-wide communications.
 Communications include (check all that apply):
 - As much information as possible about the school nutrition environment
 - Summary of the district's or school's events and activities related to wellness policy implementation
 - Publication of the name and contact info of the officials leading the wellness committee
 - Information about how the public can get involved.

Annual Notification of Policy ____ of 6

Triennial Assessment

- At least once every three years, the district will evaluate compliance with the wellness policy. This will include:
 - The extent to which schools under the jurisdiction of the district are in compliance with the wellness policy. The extent to which the district's policy compares to the Alliance for a Healthier Generation's model policy.
 - A description of the progress made in attaining the goals in the wellness policy
- The person responsible for managing the triennial assessment name and contact info is listed in the policy.
- The district will actively notify households of the availability of the triennial progress report.

Triennial Assessment ____ of 3

Revisions and Updating the Policy

- The DWC will update or modify the wellness policy based on the results of the annual school health index and triennial assessments.
 Policy will be updated when (check all that apply)
 - District priorities change,
 - Community needs change,
 - Wellness goals are met,
 - New health science information emerges,
 - New state or federal guidance/standards are issued.

Revisions and Updating the Policy ____ of 6

Community Involvement, Outreach and Communications

- The district is committed to being responsive to community input.
- District will actively communicate ways in which representatives of the DWC and others can participate in the development, implementation and periodic review and update of the policy through a variety of means appropriate for the district.
 The district will inform parents of (check all that apply):
 - Improvements to school meals standards
 - How to apply for meal benefits
 - A description of and compliance with the Smart Snacks in Schools nutrition standards
 - Updates to the policy at least annually
 - Annual and triennial reports and assessments
- Communications will include culturally and linguistically appropriate language.
 The district will use (check all that apply):
 - Email
 - Notices on district website
 - Newsletters ~
 - Presentations to parents
 - Sending information home

Community Involvement, Outreach, and Communications ____ of 13

Additional District Goals and Policies

Other Goals:

Other Policies and Standards:

Additional District Goals _____

Other Policies and Standards _____

COMPARISON SUMMARY

Goals for Nutrition Promotion _____ of 7

Goals for Nutrition Education _____ of 12

Goals for Physical Activity and Physical Education _____ of 29

Goals for Other Wellness Activities _____ of 11

Policies for School Meal Standard _____ of 19

Policies for Competitive Foods and Beverages _____ of 1

Policies for Celebrations and Rewards _____ of 5

Policies for Fundraising _____ of 5 or

_____ of 3

Policies for Food and Beverage Marketing _____ of 8

Committee Membership _____ of 6

Committee Leadership _____ of 2

Implementation Plan _____ of 4

Recordkeeping _____ of 8

Annual Notification of Policy _____ of 6

Triennial Assessment _____ of 3

Revisions and Updating the Policy _____ of 6

Community Involvement, Outreach, and Communications _____ of 13

Additional District Goals _____

Additional District Policies and Standards _____

Areas where our policy aligns well with a model:

Areas that present an opportunity for revision:

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- 1. mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;*
- 2. fax: (833) 256-1665; or (202) 690-7442*
- 3. email: program.intake@usda.gov.*

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About the Local Wellness Policy Activity and Assessment Tool

LEAs are required to have a written local wellness policy (LWP), and at least once every three years, they must assess the implementation of what is written in the policy. Some written components can be easily assessed by asking the question, "Did we do this?" while others are more difficult to measure. ADE recommends using this tool to document the exact actions you expect to be completed and determine if your LEA is doing what is written in the policy. The District Wellness Committee can use this list of actions to select from when writing goals and policies in the LWP. Note, you should select at least one action from each section; selecting all actions is not required. Some actions are pre-checked because they are requirements of operating the National School Lunch Program. ADE recommends writing each of the selected actions into your LWP. This tool is designed to be an action plan that guides your implementation and assessment of your LWP.

I. WELLNESS GOALS

The LWP must include goals in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and Other Activities to Promote Student Wellness. For each section, choose the activities you'll implement and determine how many schools will work toward implementing the activities. Then, use the activities selected to write a goal in each area on the LWP Template. When monitoring implementation of the LWP at each school, record the number of schools that successfully completed the action(s) selected.

GOAL: NUTRITION PROMOTION

Nutrition Promotion includes activities and participation in programs that promote and reinforce health and emphasize the school's commitment to a healthy school nutrition environment.

- The district encourages participation in meal programs as appropriate (School Breakfast, National School Lunch, Afterschool Care Snack, Fresh Fruit and Vegetable Program etc.).
- School meal program menus are posted on the district website or individual school sites.
- Menus include nutrient content and ingredients.
- Participation in meal programs is promoted to families.

Farm to School Activities (best practice is to choose a minimum of 4 activities):

- Local and/or regional products are incorporated into the school meal program.
- Messages about agriculture and nutrition are reinforced throughout the learning environment.
- School hosts a school garden.
- School hosts field trips to local farms.
- School utilizes promotions or special events to highlight local/regional products.

Smarter Lunchroom techniques are implemented in the cafeteria (best practice is to choose a minimum of 10 techniques to implement at each school):

- Smarter Lunchroom Technique
- Smarter Lunchroom Technique

	Year 1		Year 2		Year 3	
	# schools working on this action	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action
	1					
	1					
	1					
	1					

Local Wellness Policy Activity and Assessment Tool

<input type="checkbox"/> Smarter Lunchroom Technique					
<input type="checkbox"/> Smarter Lunchroom Technique					
<input type="checkbox"/> Smarter Lunchroom Technique					
<input type="checkbox"/> Smarter Lunchroom Technique					
<input type="checkbox"/> Smarter Lunchroom Technique					
<input type="checkbox"/> Smarter Lunchroom Technique					
<input type="checkbox"/> Smarter Lunchroom Technique					
<input type="checkbox"/> Smarter Lunchroom Technique					

	Year 1		Year 2		Year 3	
	# schools working on this action	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action
GOAL: NUTRITION EDUCATION <i>Nutrition education teaches behavior-focused skills and may be offered as part of a comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to safeguard their health and make positive choices regarding food and nutrition, or nutrition education can be offered as sequential individual lessons throughout the school year.</i>						
<input type="checkbox"/> Nutrition education is taught in the following grades: <input checked="" type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	1					
<input type="checkbox"/> Elementary Schools: Nutrition education is offered as part of sequential, comprehensive standards-based health education curriculum.						
<input type="checkbox"/> Nutrition education is taught through other subjects like math, science, language arts, social sciences and electives.	1					
<input type="checkbox"/> Health education teachers provide opportunities for students to practice or rehearse the skills taught through the health education curricula.						
<input type="checkbox"/> Teachers and other staff receive training in nutrition education.						
<input type="checkbox"/> Media literacy is taught with an emphasis on food and beverage marketing.						
<input type="checkbox"/> Nutrition education is taught in collaboration with community partner: <input type="checkbox"/> Community Partner	1					

Local Wellness Policy Activity and Assessment Tool

<p>Nutrition education is included in health education lessons or physical education and the following topics are covered (<i>best practice is to choose a minimum of 12 topics</i>):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Relationship between healthy eating and personal health and disease prevention <input checked="" type="checkbox"/> Food guidance from MyPlate <input type="checkbox"/> Reading and using the FDA's nutrition fact labels <input checked="" type="checkbox"/> Eating a variety of foods every day <input checked="" type="checkbox"/> Balancing food intake and physical activity <input checked="" type="checkbox"/> Eating more fruits and vegetables and whole grain-rich products <input checked="" type="checkbox"/> Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat <input checked="" type="checkbox"/> Choosing foods and beverages with little added sugar <input checked="" type="checkbox"/> Eating more calcium rich foods <input checked="" type="checkbox"/> Preparing healthy meals and snacks <input type="checkbox"/> Risks of unhealthy weight control practices <input type="checkbox"/> Accepting body size difference 	<ul style="list-style-type: none"> <input type="checkbox"/> Food safety <input checked="" type="checkbox"/> Importance of water consumption <input checked="" type="checkbox"/> Importance of eating breakfast <input checked="" type="checkbox"/> Making healthy choices when eating at restaurants <input type="checkbox"/> Eating disorders <input checked="" type="checkbox"/> The Dietary Guidelines for Americans <input checked="" type="checkbox"/> Reducing sodium intake <input type="checkbox"/> Social influences on healthy eating, including media, family, press and peers <input checked="" type="checkbox"/> How to find valid information or services related to nutrition and dietary behavior <input checked="" type="checkbox"/> How to develop a plan and track progress toward achieving a personal goal to eat healthfully <input type="checkbox"/> Resisting peer pressure related to unhealthy dietary behavior <input type="checkbox"/> Influencing, supporting, or advocating for others' healthy dietary behavior 	<p>Lessons link with school meal programs, cafeteria nutrition promotion activities, school gardens/Farm to School, and other nutrition related community activities.</p>	<p><i>Nutrition education includes experiential, hands-on learning experiences</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Cooking demonstrations <input checked="" type="checkbox"/> Taste testing <input type="checkbox"/> Promotion of new school menu items <input checked="" type="checkbox"/> School gardens <input checked="" type="checkbox"/> Farm tours
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GOAL: PHYSICAL ACTIVITY

Physical activity is defined by the Centers for Disease Control and Prevention (CDC) as any bodily movement produced by skeletal muscles that result in energy expenditure. Regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces anxiety and stress, increases self-esteem and may improve blood pressure and cholesterol levels. Incorporating regular physical activity in your school(s) is an important contributor to student wellness.

	Year 1		Year 2		Year 3	
	# schools working on this action	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action
Physical Activity						
<input checked="" type="checkbox"/> Physical activity is available for at least ___ minutes per day for all students.	/					
<input checked="" type="checkbox"/> Physical activity during the day (including but not limited to recess, classroom physical activity breaks, or physical education) is not used or withheld as punishment for any reason.	/					
<input type="checkbox"/> The district provides teachers and other school staff with a list of ideas for alternative ways to discipline students.						
<input type="checkbox"/> A comprehensive school physical activity program (CSPAP) is used to coordinate physical activity before, during and after school.	/					
<input type="checkbox"/> To the extent practicable, schools ensure that their grounds and facilities are safe and that equipment is available to all students to be active.						
<input checked="" type="checkbox"/> Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces are open to students, their families, and the community outside of school hours.	/					
<input type="checkbox"/> Schools ensure that inventories of physical activity supplies and equipment are known and, when necessary, work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.						
Before and After School Activities						
<input type="checkbox"/> Students have opportunities to participate in physical activity before school.	/					
<input type="checkbox"/> Students have opportunities to participate in physical activity after school.	/					
Physical Education						
<i>In Arizona, LEAs are recommended to review the Arizona PE Standards. Arizona does not have PE requirement, but the national recommendation for PE minutes is 150 per week at the elementary level and 225 minutes per week at the secondary level (middle school and high school level).</i>						
Elementary students (grades K-5) in each grade receive physical education for at least (choose one):						
<input type="checkbox"/> 45 minutes per week						
<input type="checkbox"/> 60-89 minutes per week						
<input type="checkbox"/> 90-149 minutes per week						
<input type="checkbox"/> 150 or more minutes per week						
<input type="checkbox"/> Other:						

Local Wellness Policy Activity and Assessment Tool

<p>Secondary students (grades 6-12) are (choose one):</p> <p><input type="checkbox"/> Required to take one physical education credit total</p> <p><input type="checkbox"/> Will take more than one academic year of physical education</p> <p><input type="checkbox"/> Will take physical education throughout all secondary school years</p> <p><input type="checkbox"/> Other:</p>								
<input type="checkbox"/> Students receive formal, age-appropriate physical education, consistent with national and state standards for physical education.								
<input type="checkbox"/> Physical education program promotes student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment).								
<input type="checkbox"/> Students are moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.								
<input type="checkbox"/> Physical education teachers participate in professional development at least once per year.								
<input type="checkbox"/> Physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education.								
<input type="checkbox"/> Waivers, exemptions, or substitutions for physical education classes are not granted.								
<input type="checkbox"/> Physical activity may not be substituted for any other class (e.g., dance, marching band, ROTC etc.)								
Recess								
<input type="checkbox"/> Elementary schools provide at least 20 minutes of recess on all days during the school year.								
<input type="checkbox"/> If recess is offered before lunch, proper hand washing measures are in place.								
<input type="checkbox"/> Recess is offered outdoors when weather is feasible.								
<input type="checkbox"/> Recess is a compliment to not a substitute for physical education class.								
<input type="checkbox"/> Recess monitors encourage students to be active.								
<input type="checkbox"/> Recess monitors serve as role models by being physically active along with students.								
Classroom Physical Activity Breaks and Active Academics								
<input type="checkbox"/> Students are offered periodic opportunities to be physically active or to stretch in the classroom throughout the day on all or most days during a typical school week.								
<input type="checkbox"/> Teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time at least 3 days per week.								
<input type="checkbox"/> Teachers receive resources, tools, and technology with ideas for classroom physical activity breaks.								
<input type="checkbox"/> Teachers incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible to reduce sedentary behavior during the day.								

<p><input type="checkbox"/> Teachers serve as role models by being physically active alongside students whenever possible.</p>			
<p>Physical Activity Topics in Health Education</p>			
<p><input type="checkbox"/> Health education is required in all elementary grades.</p>			
<p><input type="checkbox"/> Middle and high school students are required to take and pass at least one health education course.</p>			
<p><input type="checkbox"/> At least 12 of the following essential topics on physical activity are in the health education curriculum:</p>			
<p><input type="checkbox"/> The physical, physiological, or social benefits of physical activity</p>		<p><input type="checkbox"/> Preventing injury during physical activity</p>	
<p><input checked="" type="checkbox"/> How physical activity can contribute to a healthy weight</p>		<p><input type="checkbox"/> Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active</p>	
<p><input type="checkbox"/> How physical activity can contribute to the academic learning process</p>		<p><input type="checkbox"/> How much physical activity is enough, including determining frequency, intensity, time and type of physical activity</p>	
<p><input checked="" type="checkbox"/> How an inactive lifestyle contributes to chronic disease</p>		<p><input type="checkbox"/> Developing an individualized physical activity and fitness plan</p>	
<p><input type="checkbox"/> Health-related fitness, including cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition</p>		<p><input type="checkbox"/> Monitoring progress toward reaching goals in an individualized physical activity plan</p>	
<p><input type="checkbox"/> Differences between physical activity, exercise and fitness</p>		<p><input type="checkbox"/> Dangers of using performance-enhancing drugs such as steroids</p>	
<p><input type="checkbox"/> Phases of an exercise session including warm up, workout, and cool down</p>		<p><input type="checkbox"/> Social influences on physical activity including media, family, peers, and culture</p>	
<p><input type="checkbox"/> Decreasing sedentary activities such as TV watching</p>		<p><input type="checkbox"/> How to find valid information or services related to physical activity and fitness</p>	
<p><input type="checkbox"/> How to influence, support, or advocate for others to engage in physical activity</p>		<p><input type="checkbox"/> Overcoming barriers to physical activity</p>	
<p><input type="checkbox"/> Opportunities for physical activity in the community</p>		<p><input type="checkbox"/> How to resist peer pressure that discourages physical activity</p>	
<p>Active Transport (best practice is to choose a minimum of 6)</p>			
<p><input type="checkbox"/> Safe or preferred routes to school are designated.</p>			
<p><input type="checkbox"/> Activities such as participation in international Walk to School Week are promoted.</p>			
<p><input type="checkbox"/> Crosswalks on streets leading to school are used.</p>			
<p><input type="checkbox"/> Secure storage facilities for bicycles and helmet are present on school grounds.</p>			
<p><input type="checkbox"/> Instruction on walking/bicycling safety is provided to students.</p>			
<p><input type="checkbox"/> Crossing guards are used.</p>			
<p><input type="checkbox"/> Walking school buses are coordinated.</p>			
<p><input type="checkbox"/> The number of children walking and/or biking to and from school is documented.</p>			

	Year 1		Year 2		Year 3	
	# schools working on this action	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action
<input type="checkbox"/> Maps of the school environment (sidewalks, crosswalks, roads, pathways, bike racks) are distributed. <input type="checkbox"/> Safe routes to school program is promoted to students, staff, parents via newsletters, websites, and local newspaper.						
GOAL: OTHER ACTIVITIES THAT PROMOTE STUDENT WELLNESS						
School Sponsored Events						
<input type="checkbox"/> School-sponsored events incorporate wellness components including physical activity and healthy eating opportunities.	1					
Relationships with Community Partnerships						
<input checked="" type="checkbox"/> Hospitals						
<input type="checkbox"/> Universities/colleges						
<input type="checkbox"/> Local businesses						
<input type="checkbox"/> SNAP-Ed Providers						
Community Health Promotion and Family Engagement						
<input checked="" type="checkbox"/> The benefits of and approaches to healthy eating and physical activity are promoted to parents/caregivers, families, and the general community throughout the school year (e.g., the school provides information about nutrition and physical activity to parents throughout the year).	1					
<input checked="" type="checkbox"/> Families are informed and invited to participate in school-sponsored activities and receive information about health promotion efforts.	1					
<input type="checkbox"/> Electronic and non-electronic mechanisms are used to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.						
Staff Wellness and Health Promotion						
<input checked="" type="checkbox"/> The District Wellness Committee has a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. This subcommittee focuses on staff wellness in ___ schools. If yes, best practice to list subcommittee leader's name in the policy.	1					
<input checked="" type="checkbox"/> Schools implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors, and 3-4 strategies are listed.	1					
<input type="checkbox"/> Strategy 1:						
<input type="checkbox"/> Strategy 2:						
<input type="checkbox"/> Strategy 3:						

<input type="checkbox"/> Strategy 4:					
<input type="checkbox"/> The district promotes staff member participation in health promotion programs.					
<input type="checkbox"/> The district has a healthy meeting policy for all events with available food options, created by the district wellness committee to optimize healthy food options.					
Professional Learning					
<input type="checkbox"/> The district offers annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and schools.					
Other Activities to Promote Wellness					
<input type="checkbox"/> Each school has a health professional on site for at least half the school day.					
<input type="checkbox"/> The district supports health fairs at ____ schools per year.					
<input type="checkbox"/> Other:					
<input type="checkbox"/> Other:					
<input type="checkbox"/> Other:					

II. DISTRICT POLICIES

In each of the following sections, select and/or describe the policies that will apply to all schools in the district. Some of the policies are required and thus, already selected. Then, write the selected policies in the **LWP Template**. When you monitor implementation, you will report on how many schools comply with the district policies, or if the district as a whole is in compliance with the policy.

DISTRICT POLICY: SCHOOL MEALS STANDARDS

At a minimum, the school meal standards should meet the New Meal Pattern requirements. LEAs can establish additional standards important to the district. This section should also include standards for the meal service area, menu composition (use of local produce) and guidelines for water availability during meals.

National School Lunch Program

	Year 1	Year 2	Year 3
	% of schools in compliance	% of schools in compliance	% of schools in compliance
<input checked="" type="checkbox"/> All schools in the district participate in the National School Lunch Program.			
<input checked="" type="checkbox"/> Lunch meals served meet the new meal pattern requirements including minimum requirements for fruits, vegetables (and subgroups), whole grain-rich foods, meat/meat alternates and 2 varieties of milk.			
<input checked="" type="checkbox"/> ____ percent of lunch items will be prepared from scratch or made on site.			
<input checked="" type="checkbox"/> Students are served lunch at a reasonable and appropriate time of the day.			
<input type="checkbox"/> Lunch follows recess to better support learning and healthy eating.			
<input checked="" type="checkbox"/> Students have adequate time to eat:			
<input type="checkbox"/> Students have 10 minutes of seated time			

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<input type="checkbox"/> Students have 20 minutes of seated time <input checked="" type="checkbox"/> Students have 30 minutes of seated time (ADE best practice) <input type="checkbox"/> Students have ___ minutes of seated time			
<i>School Breakfast Program</i>			
<input checked="" type="checkbox"/> All schools in the district participate in the School Breakfast Program.			
<input checked="" type="checkbox"/> Breakfast meals served meet the new meal pattern requirements including minimum requirements for fruits/vegetables, whole grain-rich foods, and 2 varieties of milk.			
<input checked="" type="checkbox"/> The district encourages schools to provide breakfast in the classroom or via mobile grab and go carts.			
<i>School Meal Standards meet the following additional guidelines established by the district:</i>			
<input checked="" type="checkbox"/> Meals are appealing and attractive to students.			
<input checked="" type="checkbox"/> Meals are served in clean and pleasant settings.			
<input type="checkbox"/> Local and/or regional products are incorporated into the school meal programs.			
<input checked="" type="checkbox"/> Fresh fruits and vegetables are served <u>3</u> times per week.			
<input type="checkbox"/> Flavored milk is not served; District only offers low fat and fat free plain milk.			
<input type="checkbox"/> Menus are created/reviewed by a Registered Dietitian or other certified nutrition professional.			
<input type="checkbox"/> School meals are administered by a team of nutrition professionals.			
<input type="checkbox"/> Other:			
<input type="checkbox"/> Other:			
<input type="checkbox"/> Other:			
<input type="checkbox"/> Other:			
<input type="checkbox"/> Other:			
<input type="checkbox"/> Other:			
<i>Water</i>			
<input checked="" type="checkbox"/> Free, potable water is available to all students during the meal period.			
<input type="checkbox"/> Water sources and containers are maintained on a regular basis to ensure good hygiene and health safety standards.			
<input type="checkbox"/> Students are allowed to bring and carry approved water bottles with only water in them throughout the day.			

	Year 1	Year 2	Year 3
<p>DISTRICT POLICY: COMPETITIVE FOOD AND BEVERAGES (FOOD SOLD TO STUDENTS) <i>Competitive foods and beverages are those foods that are sold outside of and in competition with the federally reimbursable meal programs. At a minimum, LEAs must ensure all foods and beverages sold on campus, during the school day defined as midnight to thirty minutes after the end of the school, will meet the USDA Smart Snack guidelines for grades K-12. LEAs can establish additional standards.</i></p> <p><input type="checkbox"/> Foods and beverages sold outside the school meal programs will meet the USDA Smart Snacks in School nutrition standards on the school campus during the school day (midnight to thirty minutes after the end of the school day). This applies to foods sold:</p> <p><input type="checkbox"/> Not applicable, district does not sell competitive foods.</p> <p><input type="checkbox"/> A la Carte</p> <p><input type="checkbox"/> In student stores</p> <p><input type="checkbox"/> In vending machines</p> <p><input type="checkbox"/> Other:</p> <p><i>Foods and beverages sold outside of the school meal programs meet the following additional guidelines established by the district:</i></p> <p><input type="checkbox"/> All foods and beverages sold outside the school meal programs will meet the USDA Smart Snacks in School nutrition standards on the school campus (midnight to midnight).</p> <p><input type="checkbox"/> <i>Guideline:</i></p> <p><input type="checkbox"/> <i>Guideline:</i></p>	% of schools in compliance	% of schools in compliance	% of schools in compliance

	Year 1	Year 2	Year 3
<p>DISTRICT POLICY: CELEBRATIONS AND REWARDS (FOOD SERVED TO STUDENTS) <i>Arizona Law (ARS 15-242) referred to as Arizona Nutrition Standards states that all food and beverages supplied at school sponsored events to students in grades K-8 must meet the USDA's Smart Snacks in Schools guidelines. The USDA's Smart Snacks in Schools and Arizona Nutrition Standards guidelines do not apply to foods brought to school in bagged lunches or for activities such as birthday parties, holidays, or other celebrations.</i></p> <p><i>School Sponsored Events</i></p> <p><input type="checkbox"/> Foods served to students in grades K-8 meet (or exceed) the USDA Smart Snacks in School nutrition standards, per the Arizona Nutrition Standards (ARS 15-242).</p> <p><input type="checkbox"/> Foods served to students in grades 9-12 meet (or exceed) the USDA Smart Snacks in School nutrition standards, per the Arizona Nutrition Standards (ARS 15-242).</p> <p><i>Classroom Celebrations/Rewards</i></p>	% of schools in compliance	% of schools in compliance	% of schools in compliance

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<input type="checkbox"/> Foods served to students during classroom celebrations and parties (holidays and birthdays) meet (or exceed) the USDA Smart Snacks in School nutrition standards, per the Arizona Nutrition Standards (ARS 15-242).		
<input type="checkbox"/> Parents and teachers receive a list of healthy party ideas, including non-food celebration ideas.		
<input type="checkbox"/> Classroom snacks brought in by parents meet (or exceed) the USDA Smart Snacks in School nutrition standards, per the Arizona Nutrition Standards (ARS 15-242).		
<input type="checkbox"/> Parents receive a list of foods and beverages that meet the USDA Smart Snacks nutrition standards.		
<input checked="" type="checkbox"/> Food and beverage is not used as a reward.		
<input type="checkbox"/> Teachers and other school staff receive a list of alternative ways to reward students.		
<i>The district has established additional guidelines for all foods and beverages served to students:</i>		
<input type="checkbox"/> Guideline:		
<input type="checkbox"/> Guideline:		
<input type="checkbox"/> Guideline:		

	Year 1	Year 2	Year 3
DISTRICT POLICY: FUNDRAISING <i>In Arizona, all fundraisers are exempted from the Smart Snacks guidelines when an exemption request form is submitted, per HNS 04-2015. However, regulations state that no exempted fundraiser foods or beverages may be sold in competition with school meals in the food service area during the meal service. Additionally, LEAs have the authority to implement more restrictive fundraising food standards.</i>	% of schools in compliance	% of schools in compliance	% of schools in compliance
<i>The district has adopted the following fundraising policy:</i>			
<input type="checkbox"/> The district does not allow exempt fundraisers. All food sold on campus during the school day as part of a fundraiser must meet Smart Snacks guidelines.			
<input type="checkbox"/> The district allows infrequent, exempt fundraisers, where food sold on campus during the school day does not meet Smart Snacks guidelines and complies with the following: <input type="checkbox"/> The district submits the exemption request form to ADE for all food-related fundraisers, intended for consumption on school campus during the school day, that do not meet the Smart Snacks guidelines. <input type="checkbox"/> The district defines what it considers to be 'infrequent' as it relates to exempt fundraisers as: _____ <input type="checkbox"/> The district defines what it considers to be an appropriate short duration for exempt fundraisers as: _____			
<i>Notifying Public of Fundraising Policy</i>			
<input type="checkbox"/> The district fundraising policy is distributed to all schools.			
<input type="checkbox"/> The district fundraising policy is distributed to all parents/guardians.			
<i>The district has established additional guidelines for fundraising:</i>			
<input type="checkbox"/> Guideline:			
<input type="checkbox"/> Guideline:			

Guideline:

	Year 1		Year 2		Year 3	
	% of schools in compliance	% of schools in compliance	% of schools in compliance	% of schools in compliance	% of schools in compliance	% of schools in compliance
<p>DISTRICT POLICY: FOOD AND BEVERAGE MARKETING LEAs that allow marketing of food and beverages to students must include plans and policies that allow the marketing of only those foods and beverages that may be sold on the school campus during the school day (i.e. that meet the USDA's Smart Snacks in Schools) LEAs have the discretion to enact broader policies that address marketing that occurs at events outside of school hours.</p>						
<p><input type="checkbox"/> All foods and beverages advertised on the school campus during the school day meet or exceed the USDA Smart Snacks in School nutrition guidelines. These guidelines apply to (Check all that apply)</p>						
<p><input type="checkbox"/> Vending machine exteriors</p>						
<p><input type="checkbox"/> School equipment such as marquees, message boards, scoreboards, busses etc.</p>						
<p><input type="checkbox"/> Cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment</p>						
<p><input type="checkbox"/> Posters, book covers, school supplies display, etc.</p>						
<p><input type="checkbox"/> Advertisements in school publications or mailings</p>						
<p><input type="checkbox"/> Free product samples, taste tests, or coupons of a product or free samples displaying advertising of a product</p>						
<p><i>The district has established additional guidelines for all foods and beverages marketed to students:</i></p>						
<p><input type="checkbox"/> As the district, school nutrition services, athletic director, PTO/PTA reviews existing contracts and considers new contracts, equipment and purchasing, decisions reflect applicable marketing guidelines established by the LWP.</p>						
<p><input type="checkbox"/> Guideline:</p>						
<p><input type="checkbox"/> Guideline:</p>						
<p><input type="checkbox"/> Guideline:</p>						

III. DISTRICT WELLNESS COMMITTEE
 The District is required to convene a representative district wellness committee that meets to establish goals and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy.

	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
<p>COMMITTEE ROLE AND MEMBERSHIP The district must notify the public of their ability to participate in the LWP process. LEAs should establish details of how the LWP will be convened and how it will operate.</p>						
<p><input type="checkbox"/> The district convenes a representative District Wellness Committee (DWC).</p>						
<p><input checked="" type="checkbox"/> The District Wellness Committee meets <u>2</u> times per year. <u>2 times a month</u></p>						

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<input type="checkbox"/>	The public is notified of their ability to participate in the District Wellness Committee.						
The public is notified of their ability to participate in the District Wellness Committee using the following methods:							
<input type="checkbox"/>	Email						
<input type="checkbox"/>	Notices on district website						
<input type="checkbox"/>	Newsletters						
<input type="checkbox"/>	Presentations to parents						
<input type="checkbox"/>	Sending information home via flyers						
<input type="checkbox"/>	Other:						
<input type="checkbox"/>	DWC <i>actively recruits</i> representation from:						
<input type="checkbox"/>	All school levels (elementary, middle, high)						
<input type="checkbox"/>	Parents/Caregivers						
<input type="checkbox"/>	Students						
<input type="checkbox"/>	Representative from School Nutrition Programs						
<input type="checkbox"/>	Physical education teacher						
<input type="checkbox"/>	Health education teacher						
<input type="checkbox"/>	School health professionals (nurses)						
<input type="checkbox"/>	Mental health and social services staff (counselors, psychologists, social workers)						
<input type="checkbox"/>	Administrators						
<input type="checkbox"/>	School board members						
<input type="checkbox"/>	Health professionals (dietitians, doctors, nurses)						
<input type="checkbox"/>	The general public						
<input type="checkbox"/>	DWC <i>has</i> representation from:						
<input type="checkbox"/>	All school levels (elementary, middle, high)						
<input type="checkbox"/>	Parents/Caregivers						
<input type="checkbox"/>	Students						
<input checked="" type="checkbox"/>	Representative from School Nutrition Programs						
<input type="checkbox"/>	Physical education teacher						
<input type="checkbox"/>	Health education teacher						
<input type="checkbox"/>	School health professionals (nurses)						
<input checked="" type="checkbox"/>	Mental health and social services staff (counselors, psychologists, social workers)						

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<input checked="" type="checkbox"/> Administrators					
<input type="checkbox"/> School board members					
<input checked="" type="checkbox"/> Health professionals (dietitians, doctors, nurses)					
<input type="checkbox"/> The general public					
<input type="checkbox"/> To the extent possible, representatives from each school in the district					
<input type="checkbox"/> DWC includes representation from community partners (when feasible)					
<input type="checkbox"/> SNAP-Ed coordinator					
<input type="checkbox"/> Other:					
<input checked="" type="checkbox"/> Each school within the district has an on-going school wellness committee (School Health Advisory Committee- SHAC) to review school-level, health related issues in coordination with the DWC.					

	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
LEADERSHIP <i>The district must designate one or more LEA and/or school official(s) who have the authority and responsibility to ensure each school complies with the local wellness policy. This may or may not be the same person responsible for bringing the wellness committee together and planning the meetings.</i>						
<input type="checkbox"/> There is a person designated to convene the DWC and facilitate development of and updates to the wellness policy.						
<input type="checkbox"/> Designee is _____						
<input type="checkbox"/> There is a district-level official designated to ensure all schools' compliance with the policy.						
<input type="checkbox"/> Designee is _____						
<input type="checkbox"/> Each school has designated a wellness policy coordinator who will ensure compliance with the policy at the school level.						
<input type="checkbox"/> Position/Title of the designees is _____						

IV. IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND NOTIFICATION

Convening a district wellness committee and writing the policy is the first step in the LWP process. However, districts are also responsible for implementing, monitoring, and notifying the public about the LWP. Annual reviews and updates to the policy are recommended, while a thorough assessment of compliance is required every three years.

	Year 1			Year 2			Year 3		
	YES	NO		YES	NO		YES	NO	
<p>IMPLEMENTATION PLAN <i>Once the wellness policy is written, the district will need to communicate to the goals and policies to all schools. Schools will then implement the policies and begin working toward the goals as appropriate. The implementation of the policies should be consistent across all schools, but the actions that work toward meeting the goals may vary from school to school.</i></p> <p><input type="checkbox"/> Schools conducted a school-level assessment prior to developing an implementation plan. The assessment used was:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Alliance for a Healthier Generation Healthy Schools Program; <input type="checkbox"/> The School Health Index <input type="checkbox"/> Action for Healthy Kids Game On program <input type="checkbox"/> Other program: _____ <p><input type="checkbox"/> The district has a plan for implementation to manage and coordinate the execution of this wellness policy at each school.</p> <p><input type="checkbox"/> The plan includes roles, responsibilities, actions and timelines specific to each school and includes information about who will be responsible to make changes.</p>									

	Year 1			Year 2			Year 3		
	YES	NO		YES	NO		YES	NO	
<p>TRIENNIAL PROGRESS ASSESSMENTS <i>At least once every three years, the District must assess compliance with their wellness policy and assess progress toward meeting the goals of the wellness policy.</i></p> <p><input type="checkbox"/> At least once every three years, the district evaluates compliance with the wellness policy.</p> <p>The evaluation includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The extent to which schools under the jurisdiction of the district are following the wellness policy. <input type="checkbox"/> The extent to which the district's policy compares to a model policy. <input type="checkbox"/> A description of the progress made in attaining the goals of the district's wellness policy. <p><input type="checkbox"/> The district designated a person responsible for managing the triennial assessment: This designee is: _____</p>									

	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
REVISIONS AND UPDATING THE POLICY <i>LEAs are required to update or modify the wellness policy as appropriate.</i>						
<input checked="" type="checkbox"/> Policy is updated when appropriate, including when:						
<input type="checkbox"/> District priorities change						
<input type="checkbox"/> Community needs change						
<input type="checkbox"/> Wellness goals are met						
<input type="checkbox"/> New health science information emerges						
<input type="checkbox"/> New state or federal guidance/standards are issues						
<input type="checkbox"/> The DWC conducts an annual School Health Index at each school.						
<input type="checkbox"/> Updates to the policy are made based on the results of the School Health Index.						

	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
NOTIFICATION OF WELLNESS POLICY, POLICY UPDATES AND TRIENNIAL ASSESSMENT <i>LEAs must make available to the public (1) at all times the wellness policy (2) on an annual basis, at minimum, any updates to and about the wellness policy, and (3) the Triennial Assessment which includes progress toward meeting their wellness goals and compliance with the written policy over a three year period.</i>						
Availability of the LWP						
<input type="checkbox"/> The public has access to the LWP at all times.						
<input type="checkbox"/> The wellness policy is posted online. The URL is: _____						
Notification/Availability of Revisions and Updates to the LWP						
<input type="checkbox"/> The district informs families and the public each year of basic information about the policy, including its content, updates, and implementation status. Best practice is to include last revision date on LWP.						
<input type="checkbox"/> The district informs families and the public each year of basic information about the policy, including its content, updates, and implementation status by:						
<input type="checkbox"/> Email						
<input type="checkbox"/> Notices on district website						
<input type="checkbox"/> Newsletters						
<input type="checkbox"/> Presentations to parents						
<input type="checkbox"/> Sending information home						
<input type="checkbox"/> Other						
<input type="checkbox"/> Communications include culturally and linguistically appropriate language.						
Availability of the Triennial Assessment						

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<input type="checkbox"/> The district actively notifies households of the availability of the triennial progress report.						
<input type="checkbox"/> The triennial assessments are available to the public. The URL is:						

	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
RECORDKEEPING <i>The district retains the following documents to demonstrate compliance with the wellness policy.</i>						
Documentation kept on file includes:						
<input checked="" type="checkbox"/> Written wellness policy	✓					
<input type="checkbox"/> Documentation demonstrating it has been made available to the public						
<input type="checkbox"/> Documentation of efforts to review and update the policy, including indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate						
<input type="checkbox"/> Documentation to demonstrate compliance with the annual public notification requirements						
<input type="checkbox"/> The most recent assessment on implementation of the school wellness policy						
<input type="checkbox"/> Documentation demonstrating the most recent assessment on the implementation of the policy has been made available to the public.						

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*mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;*

fax: (833) 256-1665; or (202) 690-7442

email: program.intake@usda.gov.

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