



Bullhead City School District #15

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Bullhead City, Arizona 86442
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District Wellness Committee

Thursday, March 5, 2026

4:30 – 5:30 pm

Video call link: <https://meet.google.com/ouh-hhnt-pmt>

- I.** Welcome
 - a.** Notice of Recording
 - b.** Attendance
- II.** Items for Discussion
 - a.** Review of sample policy from Needles for likes, dislikes, suggestions, alignment to our district practices, etc.
 - b.** Make recommendations to Dr. Stewart to change/add to our policy/regulation for Wellness
 - c.** Goal setting using Local Wellness Policy Activity and Assessment Tool
- III.** Items for April 2, 2026
- IV.** Adjourn and Stop Recording

Committee Members

Alejandra Castaneda
Casarah Mock
Dawn McCann
Jennifer Lott
Jenny Becker
Karen Johnson
Layla Downing
Mayia Moletin
Michele Werchau
Nancy Papke
Raquel Beck
Sherri Vorak

Needles Unified School District Wellness Policy

Preamble

Needles Unified School 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. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.

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;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the District.

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee that meets at least four times per year 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.

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

Name	Title	Email address
Dr. Mary McNeil	Superintendent	Mary_Mcneil@needlesusd.org
Alex Chandler	Nutrition Director	Alex_Chandler@needlesusd.org

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 defines 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.

This wellness policy can be found at: <http://www.needlesusd.org/>

The District will retain records to document compliance with the requirements of the wellness policy. Documentation maintained will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit DWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports for each school under its jurisdiction; and
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on 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.**

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 other important school information with parents.

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; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet 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 *Summer Food Service Program (SFSP)*. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices including the following:
 - Whole fruit options are displayed
 - Sliced or cut fruit is available daily
 - Daily fruit options are displayed in a location in the line of sight and reach of students
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
 - White milk is placed in front of other beverages in all coolers
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
 - Student artwork is displayed in the service and/or dining areas
 - Daily announcements are used to promote and market menu options
- Menus will be posted on the District website or individual school websites
- School meals are administered by a team of child nutrition professionals.
- The District child nutrition program will accommodate students with special dietary needs.
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch. Students are served lunch at a reasonable and appropriate time of day.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

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. The District will make drinking water available where school meals are served during mealtimes. In addition, 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 (i.e., “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 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.healthiergeneration.org/smartsnacks.

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 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 where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards (or, if the state policy is stronger, will meet or exceed state nutrition standards), including through:

1. Celebrations and parties. The district will provide a menu of healthy party ideas to parents and teachers.
2. Classroom snacks brought by parents. The District will provide to parents a menu and a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently

through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards (or, if stronger, state nutrition standards), such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food advertising and marketing is defined as 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. This term includes, but is not limited to the following:

- 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, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, districts will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include 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.

IV. Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities.

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.

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.



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.

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 <i>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.</i>	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"/> The district encourages participation in meal programs as appropriate (School Breakfast, National School Lunch, Afterschool Care Snack, Fresh Fruit and Vegetable Program etc.).						
<input type="checkbox"/> School meal program menus are posted on the district website or individual school sites.						
<input type="checkbox"/> Menus include nutrient content and ingredients.						
<input type="checkbox"/> Participation in meal programs is promoted to families.						
<i>Farm to School Activities (best practice is to choose a minimum of 4 activities):</i>						
<input type="checkbox"/> Local and/or regional products are incorporated into the school meal program.						
<input type="checkbox"/> Messages about agriculture and nutrition are reinforced throughout the learning environment.						
<input type="checkbox"/> School hosts a school garden.						
<input type="checkbox"/> School hosts field trips to local farms.						
<input type="checkbox"/> School utilizes promotions or special events to highlight local/regional products.						
<i>Smarter Lunchroom techniques are implemented in the cafeteria (best practice is to choose a minimum of 10 techniques to implement at each school):</i>						
<input type="checkbox"/> Smarter Lunchroom Technique						
<input type="checkbox"/> Smarter Lunchroom Technique						

<input type="checkbox"/> Smarter Lunchroom Technique						
<input type="checkbox"/> Smarter Lunchroom Technique						
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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>	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"/> Nutrition education is taught in the following grades:						
<input 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						
<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.						
<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						

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

GOAL: PHYSICAL ACTIVITY <i>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.</i>	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 type="checkbox"/> Physical activity is available for at least ____ minutes per day for all students.						
<input 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 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 (<i>choose one</i>):						
<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"/> <i>Other:</i>						

Secondary students (grades 6-12) are <i>(choose one)</i> : <input type="checkbox"/> Required to take one physical education credit total <input type="checkbox"/> Will take more than one academic year of physical education <input type="checkbox"/> Will take physical education throughout all secondary school years <input type="checkbox"/> <i>Other:</i>						
<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.						

<input type="checkbox"/> Teachers serve as role models by being physically active alongside students whenever possible.							
Physical Activity Topics in Health Education							
<input type="checkbox"/> Health education is required in all elementary grades.							
<input type="checkbox"/> Middle and high school students are required to take and pass at least one health education course.							
<input type="checkbox"/> At least 12 of the following essential topics on physical activity are in the health education curriculum: <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> The physical, physiological, or social benefits of physical activity <input type="checkbox"/> How physical activity can contribute to a healthy weight <input type="checkbox"/> How physical activity can contribute to the academic learning process <input type="checkbox"/> How an inactive lifestyle contributes to chronic disease <input type="checkbox"/> Health-related fitness, including cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition <input type="checkbox"/> Differences between physical activity, exercise and fitness <input type="checkbox"/> Phases of an exercise session including warm up, workout, and cool down <input type="checkbox"/> Decreasing sedentary activities such as TV watching <input type="checkbox"/> How to influence, support, or advocate for others to engage in physical activity <input type="checkbox"/> Opportunities for physical activity in the community </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Preventing injury during physical activity <input type="checkbox"/> Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active <input type="checkbox"/> How much physical activity is enough, including determining frequency, intensity, time and type of physical activity <input type="checkbox"/> Developing an individualized physical activity and fitness plan <input type="checkbox"/> Monitoring progress toward reaching goals in an individualized physical activity plan <input type="checkbox"/> Dangers of using performance-enhancing drugs such as steroids <input type="checkbox"/> Social influences on physical activity including media, family, peers, and culture <input type="checkbox"/> How to find valid information or services related to physical activity and fitness <input type="checkbox"/> Overcoming barriers to physical activity <input type="checkbox"/> How to resist peer pressure that discourages physical activity </td> </tr> </table>	<input type="checkbox"/> The physical, physiological, or social benefits of physical activity <input type="checkbox"/> How physical activity can contribute to a healthy weight <input type="checkbox"/> How physical activity can contribute to the academic learning process <input type="checkbox"/> How an inactive lifestyle contributes to chronic disease <input type="checkbox"/> Health-related fitness, including cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition <input type="checkbox"/> Differences between physical activity, exercise and fitness <input type="checkbox"/> Phases of an exercise session including warm up, workout, and cool down <input type="checkbox"/> Decreasing sedentary activities such as TV watching <input type="checkbox"/> How to influence, support, or advocate for others to engage in physical activity <input type="checkbox"/> Opportunities for physical activity in the community	<input type="checkbox"/> Preventing injury during physical activity <input type="checkbox"/> Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active <input type="checkbox"/> How much physical activity is enough, including determining frequency, intensity, time and type of physical activity <input type="checkbox"/> Developing an individualized physical activity and fitness plan <input type="checkbox"/> Monitoring progress toward reaching goals in an individualized physical activity plan <input type="checkbox"/> Dangers of using performance-enhancing drugs such as steroids <input type="checkbox"/> Social influences on physical activity including media, family, peers, and culture <input type="checkbox"/> How to find valid information or services related to physical activity and fitness <input type="checkbox"/> Overcoming barriers to physical activity <input type="checkbox"/> How to resist peer pressure that discourages physical activity					
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Active Transport (best practice is to choose a minimum of 6)							
<input type="checkbox"/> Safe or preferred routes to school are designated.							
<input type="checkbox"/> Activities such as participation in international Walk to School Week are promoted.							
<input type="checkbox"/> Crosswalks on streets leading to school are used.							
<input type="checkbox"/> Secure storage facilities for bicycles and helmet are present on school grounds.							
<input type="checkbox"/> Instruction on walking/bicycling safety is provided to students.							
<input type="checkbox"/> Crossing guards are used.							
<input type="checkbox"/> Walking school buses are coordinated.							
<input type="checkbox"/> The number of children walking and/or biking to and from school is documented.							

<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	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
School Sponsored Events						
<input type="checkbox"/> School-sponsored events incorporate wellness components including physical activity and healthy eating opportunities.						
Relationships with Community Partnerships						
<input 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 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).						
<input type="checkbox"/> Families are informed and invited to participate in school-sponsored activities and receive information about health promotion efforts.						
<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 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.						
<input 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.						
<input type="checkbox"/> Strategy 1:						
<input type="checkbox"/> Strategy 2:						
<input type="checkbox"/> Strategy 3:						

<input type="checkbox"/> <i>Strategy 4:</i>						
<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"/> <i>Other:</i>						
<input type="checkbox"/> <i>Other:</i>						
<input type="checkbox"/> <i>Other:</i>						

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	Year 1	Year 2	Year 3
<i>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.</i>	% of schools in compliance	% of schools in compliance	% of schools in compliance
National School Lunch Program			
<input type="checkbox"/> All schools in the district participate in the National School Lunch Program.			
<input 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 type="checkbox"/> ____ percent of lunch items will be prepared from scratch or made on site.			
<input 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 type="checkbox"/> Students have adequate time to eat:			
<input type="checkbox"/> Students have 10 minutes of seated time			

<input type="checkbox"/> Students have 20 minutes of seated time <input 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 type="checkbox"/> All schools in the district participate in the School Breakfast Program.			
<input 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 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 type="checkbox"/> Meals are appealing and attractive to students.			
<input 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 type="checkbox"/> Fresh fruits and vegetables are served ___ 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"/> <i>Other:</i>			
<input type="checkbox"/> <i>Other:</i>			
<input type="checkbox"/> <i>Other:</i>			
<input type="checkbox"/> <i>Other:</i>			
<input type="checkbox"/> <i>Other:</i>			
<input type="checkbox"/> <i>Other:</i>			
<input type="checkbox"/> <i>Other:</i>			
<i>Water</i>			
<input 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.			

DISTRICT POLICY: COMPETITIVE FOOD AND BEVERAGES (FOOD SOLD TO STUDENTS)	Year 1	Year 2	Year 3
<p><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>% of schools in compliance</p>	<p>% of schools in compliance</p>	<p>% of schools in compliance</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"/> Guideline:</p>			
<p><input type="checkbox"/> Guideline:</p>			

DISTRICT POLICY: CELEBRATIONS AND REWARDS (FOOD SERVED TO STUDENTS)	Year 1	Year 2	Year 3
<p><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>% of schools in compliance</p>	<p>% of schools in compliance</p>	<p>% of schools in compliance</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>			

<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 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"/> <i>Guideline:</i>			
<input type="checkbox"/> <i>Guideline:</i>			
<input type="checkbox"/> <i>Guideline:</i>			

DISTRICT POLICY: FUNDRAISING	Year 1	Year 2	Year 3
<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"/> <i>Guideline:</i>			
<input type="checkbox"/> <i>Guideline:</i>			

<input type="checkbox"/> <i>Guideline:</i>			
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DISTRICT POLICY: FOOD AND BEVERAGE MARKETING <i>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.</i>	Year 1		Year 2		Year 3	
	% of schools in compliance		% of schools in compliance		% of schools in compliance	
<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)						
<input type="checkbox"/> Vending machine exteriors						
<input type="checkbox"/> School equipment such as marquees, message boards, scoreboards, busses etc.						
<input type="checkbox"/> Cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment						
<input type="checkbox"/> Posters, book covers, school supplies display, etc.						
<input type="checkbox"/> Advertisements in school publications or mailings						
<input type="checkbox"/> Free product samples, taste tests, or coupons of a product or free samples displaying advertising of a product						
<i>The district has established additional guidelines for all foods and beverages marketed to students:</i>						
<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.						
<input type="checkbox"/> <i>Guideline:</i>						
<input type="checkbox"/> <i>Guideline:</i>						
<input type="checkbox"/> <i>Guideline:</i>						

III. DISTRICT WELLNESS COMMITTEE <i>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.</i>	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
COMMITTEE ROLE AND MEMBERSHIP <i>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.</i>						
<input type="checkbox"/> The district convenes a representative District Wellness Committee (DWC).						
<input type="checkbox"/> The District Wellness Committee meets ____ times per year.						

<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"/> <i>Other:</i>						
<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 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"/> 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 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.						

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>	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
<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 <i>ensure all schools' compliance</i> 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.

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>	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
<input type="checkbox"/> Schools conducted a school-level assessment prior to developing an implementation plan. The assessment used was: <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: _____						
<input type="checkbox"/> The district has a plan for implementation to manage and coordinate the execution of this wellness policy at each school.						
<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.						

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>	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
<input type="checkbox"/> At least once every three years, the district evaluates compliance with the wellness policy.						
The evaluation includes:						
<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.						
<input type="checkbox"/> The district designated a person responsible for managing the triennial assessment: This designee is: _____						

REVISIONS AND UPDATING THE POLICY <i>LEAs are required to update or modify the wellness policy as appropriate.</i>	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
<input 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.						

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>	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
<i>Availability of the LWP</i>						
<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: _____						
<i>Notification/Availability of Revisions and Updates to the LWP</i>						
<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.						
<i>Availability of the Triennial Assessment</i>						

<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:						

RECORDKEEPING <i>The district retains the following documents to demonstrate compliance with the wellness policy.</i>	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
Documentation kept on file includes:						
<input 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.						

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

*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.

This institution is an equal opportunity provider.



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

- | | |
|--|---|
| <input type="checkbox"/> The district will encourage participation in school meal programs. | <input type="checkbox"/> The district will implement at least 4 of the following 5 Farm to School activities: |
| <input type="checkbox"/> The district will implement at least 10 Smarter Lunchroom Techniques. | <input type="checkbox"/> Local and/or regional products are incorporated into the school meal program. |
| <input type="checkbox"/> School meal program menus will be posted on the district website or individual school sites. | <input type="checkbox"/> Messages about agriculture and nutrition are reinforced throughout the learning environment. |
| <input type="checkbox"/> Menus will include nutrient content and ingredients. | <input type="checkbox"/> School hosts a school garden. |
| <input type="checkbox"/> Participation in meal programs will be promoted to families. | <input type="checkbox"/> School hosts field trips to local farms |
| <input type="checkbox"/> 100% of foods and beverages promoted to students meet the USDA's Smart Snacks in Schools standards. | <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 1

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):

- 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 _____
 - 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:
 - o 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.
 - o 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

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_____ 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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