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District Wellness Committee

Thursday, November 6, 2025

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

- I. Welcome
 - a. Notice of Recording
 - b. Attendance
- II. Review of October Committee Discussion
- III. Items for Discussion
 - a. Compare our policies & regulations with the Model Policy
 - b. Create Goals
 - c. If time, begin the Local Wellness Policy Activity and Assessment Tool
 - d. Revisit staff &/or community wellness activities
- IV. Items for November 6
 - a. Read policies, procedures, action plan
 - b. We will review the checklist together.
- V. Adjourn & Stop Recording

Members

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

JL ©
STUDENT WELLNESS

The School District strives to make a significant contribution to the general well being, mental and physical capacity, and learning ability of each student while affording them the opportunity to fully participate in the educational process.

The District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults.

To ensure the health and well-being of all students, the Board shall promote and monitor student wellness in a manner that the Board determines is appropriate in the following areas:

A. *Nutrition Guidelines*: All foods available in each school during the day will have as a primary goal the promotion of student health and the reduction of childhood obesity. All guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture, as those regulations and guidance apply to schools.

B. *Nutrition Education*: The goal is to influence students' eating behaviors by providing nutrition education that is appropriate for students' ages; reflects students' cultures; is integrated into health education or core curricula; and provides opportunities for students to practice skills and have fun.

C. *Physical Activity/Recess*: The goals for physical activity are to provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain students' physical fitness, to ensure students' regular participation in physical activity, and to teach students the short- and long-term benefits of a physically active and healthful lifestyle.

"*Recess*," as defined in statute, means a period of time during the regular school day, including time during a scheduled lunch period, during which a pupil is able to engage in physical activity or social interaction with other pupils.

1. The District shall provide at least two (2) recess periods during the school day for pupils in kindergarten programs and grades one (1) through three (3). From and after August 1, 2019, the District shall provide at least two (2) recess periods during the school day for pupils in kindergarten programs and grades one (1) through five (5).
2. A school that offers a half-day kindergarten program is required to provide at least one (1) recess period during the school day for pupils in that kindergarten program.
3. The school District may count a pupil's participation in a physical education course during a school day as one (1) of that day's recess periods.
4. The District is not required to extend the school day to meet this recess requirement.
5. This recess requirement does not apply to middle schools, junior high schools, high schools, Arizona online instruction or schools in which the lowest grade of

instruction offered is grade five (5).

D. *Sunscreen*: The goal is to emphasize skin health and promote the application of sunscreen products and to inform students that a student who attends school in this District may possess and use a topical sunscreen product while on school property or at a school-sponsored event without a note or prescription from a licensed health care professional.

E. *Other School-Based Activities*: The goal is to create a total school environment that is conducive to healthy eating and physical activity.

F. *Evaluation/Implementation*: A primary goal will be to regularly (at least annually) evaluate the effectiveness of this policy in promoting healthy eating and changing the program as appropriate to increase its effectiveness. Such evaluation will be measureable. The results of each evaluation, including the extent to which schools are in compliance with District policy, the extent to which the District policy complies with federal regulations, and a description/summary of the progress made in attaining the goals of the District, shall be made available to the public. Physical education teachers and school health professionals shall have an opportunity to participate in the evaluation and implementation of this policy.

G. *Parent, Community and Staff Involvement*: A primary goal will be to engage family members, students, and representatives of the school food authority, the Governing Board, school administrators, and the public in development and regular review of this school policy.

The Superintendent is directed to develop administrative regulations to implement this policy, including such provisions as may be necessary to address all food and beverages sold and/or served to students at school (i.e., competitive foods, snacks and beverages sold from vending machines, school stores, after-school programs, and funding-raising activities and refreshments that are made available at school parties, celebrations and meetings), including provisions for staff development, family and community involvement and program evaluation. The Superintendent shall institute and clearly communicate a meal charge policy to all District households and District staff responsible for policy enforcement that is consistent with aspects of the Healthy Hunger-Free Kids Act of 2010 applicable to the District. Regulations and exhibits created for the purpose of implementing this policy shall be considered, in effect, to be an extension of this policy subject to Governing Board review.

Adopted: October 18, 2018

LEGAL REF.:

A.R.S.

[15-118](#)

[15-159](#)

[15-242](#)

42 U. S. C. 1751 *et seq.* (National School Lunch Act)

42 U. S. C. 1771 *et seq.* (Child Nutrition Act)

CROSS REF.:

[ABA](#) - Community Involvement in Education

[ABAA](#) - Parental Involvement

[BBA](#) - Board Powers and Responsibilities

[EF](#) - Food Services

[EFDA](#) - Collection of Money/Food Tickets

[EFE](#) - Competitive Food Sales/Vending Machines

[IA](#) - Instructional Goals and Objectives

JL-RA

REGULATION

STUDENT WELLNESS

An annual report shall be made to the Board on the District's compliance with law and policies related to student wellness. The report may include but not be limited to:

- A. Evaluation of the food services program.
- B. Recommendations for policy and/or program revisions.
- C. Review of all foods and beverages sold in schools for compliance with established nutrition guidelines.
- D. Assessment of school environment regarding student wellness issues.
- E. Listing activities and programs conducted to promote nutrition and physical activity.
- F. Providing feedback received from District staff, students, parents/ guardians, and community members.

In accordance with the National School Lunch Act (42 U. S. C. 1751 *et seq.*) and the Child Nutrition Act (42 U.S.C. 1771 *et seq.*), as amended, an assurance that District guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law shall be provided annually. The Superintendent shall receive assurances from all appropriate administrators and supervisors prior to making the annual Board report.

Nutrition Education

Nutrition education shall focus on students' eating behaviors, be based on theories and methods proven effective by research and be consistent with state and local District health education standards. Nutrition education at all levels of the curriculum shall include, but not be limited to, the following essential components designed to help students learn:

- A. Age-appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling and storage and cultural diversity related to food and eating;
- B. Age-appropriate nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising; and
- C. How to assess one's personal eating habits, set goals for improvement and achieve those goals.

In order to reinforce and support nutrition education efforts, the guidelines will ensure that:

- A. Nutrition instruction provides sequential, comprehensive health education in accordance with the Arizona Department of Education curriculum regulations and academic standards;

- B. Cooperation with agencies and community organizations is encouraged to provide opportunities for appropriate student projects related to nutrition;
- C. Consistent nutrition messages are disseminated from the District throughout the schools, communities, homes and media; and
- D. Nutrition education is extended beyond the school environment by engaging and involving families and community.

Nutrition Guidelines and Food Services Operations

All foods and beverages made available on a school campus serving any configuration of prekindergarten (PK) through eighth (8th) grade during the normal school day are to be consistent with the Arizona Nutrition Standards. Guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law. The District will create procedures that address all foods (including Foods of Minimal Nutritional Value and Competitive Food Sales) available to students throughout the school day in the following areas:

- A. National School Lunch Program and School Breakfast Program Meals.
- B. À la carte offerings in the food service program.
- C. Vending machines and school stores.
- D. Classroom parties, celebrations, fund-raisers, rewards and school events.
- E. Snacks served in after-school programs.

In keeping with the District's nutrition program goals, only food prepared or obtained by the District's food services program or approved by the District's Smart Snack Coordinator will be served or sold on each campus during the school day. This includes classroom reward or incentive programs involving food items as well as foods and beverages offered or sold at school-sponsored events during the regular school day. Approval is required to ensure that the foods served meet the requirements of the District's nutrition policy and regulation (i.e., all foods served fit in a healthy diet and contribute to the development of lifelong healthy eating habits for the District's students).

A.R.S. [36-136](#) provides an exemption from rules promulgated by the Director of the Department of Health Services for a whole fruit or vegetable grown in a public school garden that is washed and cut on-site for immediate consumption.

Physical Activity/Recess

District schools shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

Recess shall be required and provided as described in Policy JL and in Regulation JL-RB.

Other School-Based Activities

The goal for other school-based activities is to ensure whole-school integration with the wellness program. The District will achieve the goal by addressing elements that include, but are not limited to, school meal times, dining environment, food as an incentive, marketing and

advertising, skin cancer prevention and sun safety, staff wellness, and staff development and training.

Program Evaluation

In each school, the principal will ensure compliance with established District-wide student wellness goals and will report on the school's compliance to the Superintendent.

The District, and individual schools within the District, will, as necessary, revise the policy and develop action plans to facilitate their implementation.

REGULATION

STUDENT WELLNESS

Physical Activity Goals

The primary goal for the District's physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short- and long-term benefits of a physically active and healthy lifestyle.

A comprehensive physical activity program encompasses a variety of opportunities for students to be physically active, including physical education, recess, walk-to-school programs, after-school physical activity programs, health education that includes physical activity as a main component, and physical activity breaks within regular classrooms.

Physical education (high school graduation requirements): Students must, at the least, satisfy the state and District's physical education credit requirement.

Physical activity (time, frequency, and/or intensity): Schools will ensure that students are moderately to vigorously active at least fifty percent (50%) of the time while participating in physical education classes.

Physical activity outside of physical education/Recess: Schools may offer after-school intramural programs and/or physical activity clubs that meet the needs and interests of all students, including those who are not athletically involved or those with special health care needs.

Recess shall be required and provided as follows:

- A. Two (2) recess periods during the school day for pupils in kindergarten (K) and grades one (1) through three (3).
- B. On August 1, 2019, this recess requirement of two (2) recess periods during the school day is extended to grades four (4) and five (5).
- C. Half-day kindergarten pupils are to receive one (1) recess period during the school day.
- D. Participation in a physical education course during a school day may count as one of the day's recess periods.
- E. Extension of the school day is not required to meet the recess requirement.
- F. This recess requirement does not apply to middle schools, junior high schools, high schools, Arizona online instruction or schools in which the lowest grade of instruction offered is grade five (5).
- G. For the purposes of this section, "recess" means a period of time during the regular school day, including time during a scheduled lunch period, during which a pupil is able to engage in physical activity or social interaction with other pupils.

Walking or biking to school to promote physical activity: The District shall annually review safe routes for students who walk or bike to school.

Prohibition of use of punishment: The District will discourage the use of physical activity as punishment, the withholding of participation in physical education class as punishment, or the use of physical education class time to complete assignments from other classes.

After-school programs: The District shall encourage after-school programs to provide developmentally appropriate physical activity for participating children and reduce or eliminate the time spent in sedentary activities such as watching television or videos.

Community use: The District shall encourage community access to, and student and community use of, the school's physical activity facilities outside the normal school day.



Bullhead City Elementary School District
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Administrative Regulations

Pursuant to Governing Board Policy: JL Student Wellness

In keeping with the National School Lunch & Breakfast Program (NSLBP), the Healthy, Hunger-Free Kids Act of 2010, and Arizona Law 15-242, Bullhead City School District implements the following regulations during the school day. "School day" is defined as "from the time students arrive on campus in the morning until thirty (30) minutes after the last school-sponsored class (regular school day or after-school program, whichever is later).

Food:

- Only food prepared by or obtained from the district's food services program will be served or sold on each campus during the school day.
- Preschool and kindergarten students may bring a healthy snack for the afternoon. Schools will provide parents with a lists of acceptable snacks. Teachers may provide snacks from the "no thank you" table in the cafeteria to those students who do not bring a snack.
- Schools and employees will not use food as rewards.
- Classroom parties or celebrations involving food are prohibited.
- Teachers and other employees may not provide snacks or beverages to students except those from the district's food services program.
- Food items (e.g., M&Ms, cheerios) will not be used as math manipulatives or for other instruction.

Beverages ~ only the following beverages are allowed during the school day from any source, including school stores, vending machines, school cafeterias, and any fund-raising activity on school property, whether or not school sponsored (*certain other restrictions apply*):

- Milk – low-fat or no fat
- Non-dairy milks
- 100% fruit or vegetable juice
- Water (un-flavored)

Outside of the School Day: These Administrative Regulations do not apply to events outside of the school day as defined above. However, sponsors of fund-raising and other events are encouraged to select food items in accordance with Smart Snacks and Arizona Nutrition Standards.

Snacks Brought by Students: Students may bring a *healthy* snack to be consumed during a designated time during the school day. Acceptable snacks: fresh fruits/vegetables; nuts, seeds, or trail mix; dried fruits; prepackaged items for which the first ingredient is a fruit, a vegetable, a dairy product, or a protein; unflavored water, low-fat milk, or 100% fruit/vegetable juice. Prohibited snacks: candy; chips; sodas, energy drinks, sports drinks; any food or drink with high levels of sugar or salt.



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

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

OR

☐ 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.

Fundraising ____ of 5

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
Policies for Celebrations and Rewards	_____ of 5
Policies for Fundraising	_____ of 5 or
	_____ of 3
Policies for Food and Beverage Marketing	_____ of 8
Committee Membership	_____ of 6
Committee Leadership	_____ of 2
Implementation Plan	_____ of 4
Recordkeeping	_____ of 8
Annual Notification of Policy	_____ of 6
Triennial Assessment	_____ of 3
Revisions and Updating the Policy	_____ of 6
Community Involvement, Outreach, and Communications	_____ of 13
Additional District Goals	_____
Additional District Policies and Standards	_____

Areas where our policy aligns well with a model:

Areas that present an opportunity for revision:

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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:

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

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FY25 Wellness Plan

Action Steps	Related Focal Point # (Only Indicate one #)	Timeline	Person(s) Responsible
Pilot two physical education curriculum programs in physical education classes during FY25.	Module 3: Sequential physical education curriculum consistent with standards (PA.5)	Pilot during FY25 with plans to adopt in FY26	Director of Educational Services Physical Education Teachers
Chartwells staff will present nutrition lesson to students	Module 4: Collaboration between school nutrition services staff members and teachers (N.9)	Quarterly	Chartwells Staff School Principals & Teachers
Create and receive physician's approval of standing orders for our health attendants.	Module 5: Consulting school health physician (CC.7)	Review/revise standing orders Fall 2024 Approval from physician Winter 2025 Annually after initial approval	Health Attendants
Communicate the names of students, their health condition/allergy and emergency response plan with all staff who interact with the student	Module 5: Health emergency response plans (CHC.1/S.2)	Within the first week of school for those beginning at the start of the school year and within 2 school days for students enrolling after the first day of school. Updates within 2 days after a child's emergency response plan is changed.	Health Attendants Principals
Provide the following to assist students transitioning from one school to another in the district: Sharing care plan/concerns between school counselors of "old" and "new" school Sharing IEPs/BIP/concerns between special education teachers of "old" and "new" school Move Up Days	Module 6: Aid students during transitions (CC.6)	At the end of each school year and if/when a student moves between schools in the district during the school year	School Counselors Special Education Teachers School Administrators Special Education Director Director of Educational Services
Purchase slip mats for doorways at school sites	Module 8: Safe physical environment (S.1)	Beginning of the school year	Superintendent Principals Custodians
Create and facilitate staff/family health challenges. Collect challenge results and provide incentives to participants.	Module 9: Health education for staff members (CC.1). Promote staff member participation (CC.3) Module 10: Family engagement in learning at home (CC.5) Module 11: Community-wide health promotion events (CC.4)	Quarterly	Wellness Committee



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

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.

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

☐ Smarter Lunchroom Technique						
☐ Smarter Lunchroom Technique						
☐ Smarter Lunchroom Technique						
☐ Smarter Lunchroom Technique						
☐ Smarter Lunchroom Technique						
☐ Smarter Lunchroom Technique						
☐ Smarter Lunchroom Technique						
☐ Smarter Lunchroom Technique						

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
☐ Nutrition education is taught in the following grades:						
☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5						
☐ 6 ☐ 7 ☐ 8						
☐ 9 ☐ 10 ☐ 11 ☐ 12						
☐ Elementary Schools: Nutrition education is offered as part of sequential, comprehensive standards-based health education curriculum.						
☐ Nutrition education is taught through other subjects like math, science, language arts, social sciences and electives.						
☐ Health education teachers provide opportunities for students to practice or rehearse the skills taught through the health education curricula.						
☐ Teachers and other staff receive training in nutrition education.						
☐ Media literacy is taught with an emphasis on food and beverage marketing.						
☐ Nutrition education is taught in collaboration with community partner: ☐ Community Partner						

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>): ☐ Relationship between healthy eating and personal health and disease prevention ☐ Food guidance from MyPlate ☐ Reading and using the FDA's nutrition fact labels ☐ Eating a variety of foods every day ☐ Balancing food intake and physical activity ☐ Eating more fruits and vegetables and whole grain-rich 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 ☐ Influencing, supporting, or advocating for others' healthy dietary behavior						
☐ Lessons link with school meal programs, cafeteria nutrition promotion activities, school gardens/Farm to School, and other nutrition related community activities.						
Nutrition education includes experiential, hands-on learning experiences						
☐ Cooking demonstrations						
☐ Taste testing						
☐ Promotion of new school menu items						
☐ School gardens						
☐ Farm tours						

GOAL: PHYSICAL ACTIVITY	Year 1		Year 2		Year 3	
<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>	# 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						
☐ Physical activity is available for at least ____ minutes per day for all students.						
☐ 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.						
☐ The district provides teachers and other school staff with a list of ideas for alternative ways to discipline students.						
☐ A comprehensive school physical activity program (CSPAP) is used to coordinate physical activity before, during and after school.						
☐ To the extent practicable, schools ensure that their grounds and facilities are safe and that equipment is available to all students to be active.						
☐ 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.						
☐ 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						
☐ Students have opportunities to participate in physical activity before school.						
☐ Students have opportunities to participate in physical activity after school.						
Physical Education						
<i>In Arizona, LEAs are recommended to review the Arizona PE Standards. Arizona does not have PE requirement, but the national recommendation for PE minutes is 150 per week at the elementary level and 225 minutes per week at the secondary level (middle school and high school level).</i>						
Elementary students (grades K-5) in each grade receive physical education for at least (choose one): ☐ 45 minutes per week ☐ 60-89 minutes per week ☐ 90-149 minutes per week ☐ 150 or more minutes per week ☐ Other:						

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

☐ Teachers serve as role models by being physically active alongside students whenever possible.						
Physical Activity Topics in Health Education						
☐ Health education is required in all elementary grades.						
☐ Middle and high school students are required to take and pass at least one health education course.						
☐ At least 12 of the following essential topics on physical activity are in the health education curriculum: ☐ 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 ☐ Decreasing sedentary activities such as TV watching ☐ How to influence, support, or advocate for others to engage in physical activity ☐ 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 ☐ Overcoming barriers to physical activity ☐ How to resist peer pressure that discourages physical activity						
Active Transport (best practice is to choose a minimum of 6)						
☐ Safe or preferred routes to school are designated.						
☐ Activities such as participation in international Walk to School Week are promoted.						
☐ Crosswalks on streets leading to school are used.						
☐ Secure storage facilities for bicycles and helmet are present on school grounds.						
☐ Instruction on walking/bicycling safety is provided to students.						
☐ Crossing guards are used.						
☐ Walking school buses are coordinated.						
☐ The number of children walking and/or biking to and from school is documented.						

☐ Maps of the school environment (sidewalks, crosswalks, roads, pathways, bike racks) are distributed.						
☐ 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						
☐ School-sponsored events incorporate wellness components including physical activity and healthy eating opportunities.						
Relationships with Community Partnerships						
☐ Hospitals						
☐ Universities/colleges						
☐ Local businesses						
☐ SNAP-Ed Providers						
Community Health Promotion and Family Engagement						
☐ 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).						
☐ Families are informed and invited to participate in school-sponsored activities and receive information about health promotion efforts.						
☐ 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						
☐ 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.						
☐ Schools implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors, and 3-4 strategies are listed.						
☐ Strategy 1:						
☐ Strategy 2:						
☐ Strategy 3:						

☐ <i>Strategy 4:</i>						
☐ The district promotes staff member participation in health promotion programs.						
☐ 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						
☐ 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						
☐ Each school has a health professional on site for at least half the school day.						
☐ The district supports health fairs at ____ schools per year.						
☐ <i>Other:</i>						
☐ <i>Other:</i>						
☐ <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

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.

	Year 1	Year 2	Year 3
	% of schools in compliance	% of schools in compliance	% of schools in compliance
National School Lunch Program			
☐ All schools in the district participate in the National School Lunch Program.			
☐ 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.			
☐ ____ percent of lunch items will be prepared from scratch or made on site.			
☐ Students are served lunch at a reasonable and appropriate time of the day.			
☐ Lunch follows recess to better support learning and healthy eating.			
☐ Students have adequate time to eat:			
☐ Students have 10 minutes of seated time			

☐ Students have 20 minutes of seated time ☐ Students have 30 minutes of seated time (ADE best practice) ☐ Students have ____ minutes of seated time			
School Breakfast Program			
☐ All schools in the district participate in the School Breakfast Program.			
☐ Breakfast meals served meet the new meal pattern requirements including minimum requirements for fruits/vegetables, whole grain-rich foods, and 2 varieties of milk.			
☐ The district encourages schools to provide breakfast in the classroom or via mobile grab and go carts.			
School Meal Standards meet the following additional guidelines established by the district:			
☐ Meals are appealing and attractive to students.			
☐ Meals are served in clean and pleasant settings.			
☐ Local and/or regional products are incorporated into the school meal programs.			
☐ Fresh fruits and vegetables are served ____ times per week.			
☐ Flavored milk is not served; District only offers low fat and fat free plain milk.			
☐ Menus are created/reviewed by a Registered Dietitian or other certified nutrition professional.			
☐ School meals are administered by a team of nutrition professionals.			
☐ Other:			
☐ Other:			
☐ Other:			
☐ Other:			
☐ Other:			
☐ Other:			
☐ Other:			
Water			
☐ Free, potable water is available to all students during the meal period.			
☐ Water sources and containers are maintained on a regular basis to ensure good hygiene and health safety standards.			
☐ 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
<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>	% of schools in compliance	% of schools in compliance	% of schools in compliance
☐ 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:			
☐ Not applicable, district does not sell competitive foods.			
☐ A la Carte			
☐ In student stores			
☐ In vending machines			
☐ Other:			
<i>Foods and beverages sold outside of the school meal programs meet the following additional guidelines established by the district:</i>			
☐ 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).			
☐ Guideline:			
☐ Guideline:			

DISTRICT POLICY: CELEBRATIONS AND REWARDS (FOOD SERVED TO STUDENTS)	Year 1	Year 2	Year 3
<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>	% of schools in compliance	% of schools in compliance	% of schools in compliance
<i>School Sponsored Events</i>			
☐ 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).			
☐ 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).			
<i>Classroom Celebrations/Rewards</i>			

☐ 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).			
☐ Parents and teachers receive a list of healthy party ideas, including non-food celebration ideas.			
☐ 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).			
☐ Parents receive a list of foods and beverages that meet the USDA Smart Snacks nutrition standards.			
☐ Food and beverage is not used as a reward.			
☐ Teachers and other school staff receive a list of alternative ways to reward students.			
The district has established additional guidelines for all foods and beverages served to students:			
☐ Guideline:			
☐ Guideline:			
☐ Guideline:			

DISTRICT POLICY: FUNDRAISING <i>In Arizona, all fundraisers are exempted from the Smart Snacks guidelines when an exemption request form is submitted, per HNS 04-2015. However, regulations state that no exempted fundraiser foods or beverages may be sold in competition with school meals in the food service area during the meal service. Additionally, LEAs have the authority to implement more restrictive fundraising food standards.</i>	Year 1	Year 2	Year 3
	% of schools in compliance	% of schools in compliance	% of schools in compliance
The district has adopted the following fundraising policy:			
☐ 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.			
☐ 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:			
☐ 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.			
☐ The district defines what it considers to be 'infrequent' as it relates to exempt fundraisers as: _____			
☐ The district defines what it considers to be an appropriate short duration for exempt fundraisers as: _____			
Notifying Public of Fundraising Policy			
☐ The district fundraising policy is distributed to all schools.			
☐ The district fundraising policy is distributed to all parents/guardians.			
The district has established additional guidelines for fundraising:			
☐ Guideline:			
☐ Guideline:			

☐ Guideline:

DISTRICT POLICY: FOOD AND BEVERAGE MARKETING	Year 1		Year 2		Year 3	
<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>	% of schools in compliance		% of schools in compliance		% of schools in compliance	
☐ 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)						
☐ Vending machine exteriors						
☐ School equipment such as marquees, message boards, scoreboards, busses etc.						
☐ Cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment						
☐ Posters, book covers, school supplies display, 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						
<i>The district has established additional guidelines for all foods and beverages marketed to students:</i>						
☐ 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.						
☐ Guideline:						
☐ Guideline:						
☐ Guideline:						

III. DISTRICT WELLNESS COMMITTEE

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

COMMITTEE ROLE AND MEMBERSHIP	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
☐ The district convenes a representative District Wellness Committee (DWC).						
☐ The District Wellness Committee meets ____ times per year.						

☐ 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:						
☐ Email						
☐ Notices on district website						
☐ Newsletters						
☐ Presentations to parents						
☐ Sending information home via flyers						
☐ <i>Other:</i>						
☐ DWC <u>actively recruits</u> representation from:						
☐ All school levels (elementary, middle, high)						
☐ 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						
☐ DWC <u>has</u> representation from:						
☐ All school levels (elementary, middle, high)						
☐ 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, representatives from each school in the district						
☐ DWC includes representation from community partners (when feasible)						
☐ SNAP-Ed coordinator						
☐ Other:						
☐ 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
☐ There is a person designated to convene the DWC and facilitate development of and updates to the wellness policy. ☐ Designee is _____						
☐ There is a district-level official designated to <i>ensure all schools' compliance</i> with the policy. ☐ Designee is _____						
☐ Each school has designated a wellness policy coordinator who will ensure compliance with the policy at the school level. ☐ 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
☐ Schools conducted a school-level assessment prior to developing an implementation plan. The assessment used was: ☐ The Alliance for a Healthier Generation Healthy Schools Program; ☐ The School Health Index ☐ Action for Healthy Kids Game On program ☐ Other program: _____						
☐ The district has a plan for implementation to manage and coordinate the execution of this wellness policy at each school.						
☐ 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
☐ At least once every three years, the district evaluates compliance with the wellness policy.						
The evaluation includes:						
☐ The extent to which schools under the jurisdiction of the district are following the wellness policy.						
☐ The extent to which the district's policy compares to a model policy.						
☐ A description of the progress made in attaining the goals of the district's wellness policy.						
☐ 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
☐ Policy is updated when appropriate, including when:						
☐ District priorities change						
☐ Community needs change						
☐ Wellness goals are met						
☐ New health science information emerges						
☐ New state or federal guidance/standards are issues						
☐ The DWC conducts an annual School Health Index at each school.						
☐ 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>						
☐ The public has access to the LWP at all times.						
☐ The wellness policy is posted online. The URL is: _____						
<i>Notification/Availability of Revisions and Updates to the LWP</i>						
☐ 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.						
☐ The district informs families and the public each year of basic information about the policy, including its content, updates, and implementation status by:						
☐ Email						
☐ Notices on district website						
☐ Newsletters						
☐ Presentations to parents						
☐ Sending information home						
☐ Other						
☐ Communications include culturally and linguistically appropriate language.						
<i>Availability of the Triennial Assessment</i>						

☐ The district actively notifies households of the availability of the triennial progress report.						
☐ 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:						
☐ 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.						

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

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

email: program.intake@usda.gov.

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