



1004 Hancock Road
Bullhead City, Arizona 86442
Phone: (928) 758-3961
Fax (928) 758-4996

District Wellness Committee
Thursday, September 24, 2026
meet.google.com/xgz-xbhp-xwp

- I. Welcome
 - a. Notice of Recording
 - b. Attendance
- II. Items for Discussion – Review
 - a. Committee Purpose
 - b. Committee Structure
 - c. Review of Wellness Goals & Action Plan
- III. Our Projects
 - a. School Monitoring
 - b. Review of Goals and Action Steps
 - c. Staff/Community Wellness Activities
- IV. Next Steps
 - a. Ideas for Monitoring/Tracking Progress
 - b. Ideas for Staff/Community Wellness Activities
 - c. Choose Next Meeting Date/Time
- V. Items for Next Meeting
- VI. Adjourn & Stop Recording

Committee Members

Amanda Amann
Jenniffer Becker
Kelly Bishop
Vanessa Bravo
Alejandra Castaneda
Kaeden Fitzgerald
Tiffany Higgins
Karen Johnson
Jennifer Lott*
Dawn McCann
Kelley Mintz
Casarah Mock
Nancy Papke

School Wellness Committee - one member must also be on the District Wellness Committee

1. Nutrition Promotion

- The district encourages participation in meal programs as appropriate (School Breakfast, National School Lunch, Afterschool Care Snack, Fresh Fruit and Vegetable Program etc.). (all)
- School meal program menus are posted on the district website or individual school sites. (all)
- Menus include nutrient content and ingredients. (all)
- School hosts field trips to local farms. (4/6)

2. Nutrition Education

a. Missing Regular Nutrition Education Taught in Schools

- i. Nutrition education is offered as part of sequential, comprehensive standards-based health education curriculum.
- ii. Nutrition education is taught through other subjects like math, science, language arts, social sciences and electives.
- iii. Health education teachers provide opportunities for students to practice or rehearse the skills taught through the health education curricula.
- iv. Teachers and other staff receive training in nutrition education.

b. Cooking demonstrations (3/6)

c. Taste testing (2/6)

d. Promotion of new school menu items (2/6)

e. Farm tours (4/6)

3. Physical Activity

a. Physical activity is available for at least 20 minutes per day for all students. (all)

b. 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. (all)

c. The district provides teachers and other school staff with a list of ideas for alternative ways to discipline students. (all)

d. To the extent practicable, schools ensure that their grounds and facilities are safe and that equipment is available to all students to be active. (all)

e. 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. (2/6)

f. 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. (5/6)

g. K-5 Students have PE at least 45 minutes per week (3/3)

h. 6-8 students have PE at least quarterly (one quarter per year) (2/2)

i. Students receive formal, age-appropriate physical education, consistent with national and state standards for physical education. (5/6)

- j. Physical education program promotes student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment). (5/6)
 - k. Students are moderately to vigorously active for at least 50% of class time during most or all physical education class sessions. (all)
 - l. Physical education teachers participate in professional development at least once per year.(5/5)
 - m. Physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education. (5/5)
 - n. Elementary schools provide at least 20 minutes of recess on all days during the school year. (all)
 - o. Recess is offered outdoors when weather is feasible. (all)
 - p. Recess is a compliment to not a substitute for physical education class. (all)
 - q. 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.(all)
 - r. Teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time at least 3 days per week.(all)
 - s. Teachers receive resources, tools, and technology with ideas for classroom physical activity breaks.(all)
4. Other
- a. 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 __6_ schools. If yes, best practice to list the subcommittee leader's name in the policy. (all)
 - b. Schools implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors, and 3-4 strategies are listed. (all)
 - i. Wellness Challenges
 - ii. Sharing general health and wellness information
 - iii. Encourage participation in provided diagnostic checks (mammograms, dermatology, etc)
 - iv. Provide a place to share healthy recipes
 - c. The district promotes staff member participation in health promotion programs. (all)
 - d. Each school has a health professional on site for at least half the school day. (all)



About the Local Wellness Policy Activity and Assessment Tool

LEAs are required to have a written local wellness policy (LWP), and at least once every three years, they must assess the implementation of what is written in the policy. Some written components can be easily assessed by asking the question, "Did we do this?" while others are more difficult to measure. ADE recommends using this tool to document the exact actions you expect to be completed and determine if your LEA is doing what is written in the policy. The District Wellness Committee can use this list of actions to select from when writing goals and policies in the LWP. Note, you should select at least one action from each section; selecting all actions is not required. *Some actions may be checked to indicate they are not applicable to your school.*

National School Lunch Program. ADE recommends writing each of the selected actions into your LWP. This tool is designed to be an action plan that guides your implementation and assessment of your LWP.

I. WELLNESS GOALS

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

GOAL: NUTRITION PROMOTION

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

☒ The district encourages participation in meal programs as appropriate (School Breakfast, National School Lunch, Afterschool Care Snack, Fresh Fruit and Vegetable Program etc.).

☒ School meal program menus are posted on the district website or individual school sites.

☒ Menus include nutrient content and ingredients.

☐ Participation in meal programs is promoted to families.

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

☐ Local and/or regional products are incorporated into the school meal program.

☐ Messages about agriculture and nutrition are reinforced throughout the learning environment.

☐ School hosts a school garden.

☒ School hosts field trips to local farms.

☐ School utilizes promotions or special events to highlight local/regional products.

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

☐ Smarter Lunchroom Technique

☐ Smarter Lunchroom Technique

Year 1		Year 2		Year 3	
# schools working on this action	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action
6					
6					
6					
4					

☐ 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	3					
☒ Taste testing	2					
☒ Promotion of new school menu items	2					
☐ School gardens						
☒ Farm tours	4					

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 <u>20</u> minutes per day for all students.	6					
■ 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.	6					
■ The district provides teachers and other school staff with a list of ideas for alternative ways to discipline students.	6					
□ 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.	6					
■ 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.	2					
■ 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.	5					
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:	3					

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: Quarterly at the middle and junior high</i>						
☒ Students receive formal, age-appropriate physical education, consistent with national and state standards for physical education.	5					
☒ Physical education program promotes student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment).	5					
☒ Students are moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.	6					
☒ Physical education teachers participate in professional development at least once per year.	5					
☒ Physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education.	5					
☐ 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.	6					
☐ If recess is offered before lunch, proper hand washing measures are in place.						
☒ Recess is offered outdoors when weather is feasible.	6					
☒ Recess is a compliment to not a substitute for physical education class.	6					
☐ 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.	6					
☒ Teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time at least 3 days per week.	6					
☒ Teachers receive resources, tools, and technology with ideas for classroom physical activity breaks.	6					
☐ 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: <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> ☐ 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 </td><td style="vertical-align: top; width: 50%;"> ☐ 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 </td></tr> </table>	☐ 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						
☐ 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 __6__ schools. If yes, best practice to list subcommittee leader's name in the policy.	6					
☒ Schools implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors, and 3-4 strategies are listed.	6					
☒ Strategy 1: Wellness Challenges						
☒ Strategy 2: Sharing general health and wellness information						
☒ Strategy 3: Encourage participation in provided diagnostic checks (mammograms, dermatology, etc)						

☒ Strategy 4: Provide a place to share healthy recipes	6					
☒ The district promotes staff member participation in health promotion programs.	6					
☐ 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:			
Foods and beverages sold outside of the school meal programs meet the following additional guidelines established by the district:			
☐ 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
School Sponsored Events			
☐ 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).			
Classroom Celebrations/Rewards			

☒ 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 <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>	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 <u>4</u> 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: Social media</i>						
☐ DWC <u>actively recruits</u> representation from:						
☒ All school levels (elementary, middle)						
☒ 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)						
☐ 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 <u>Jennifer Lott, Director of Educational Services</u>						
☒ There is a district-level official designated to <i>ensure all schools' compliance</i> with the policy. ☒ Designee is <u>Jennifer Lott, Director of Educational Services</u>						
☐ 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: <u>Jennifer Lott, Director of Educational Services</u>						

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: <u>bcsd15.org</u>						
<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: bcsd.org						

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.						

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.

JL-RA

REGULATION

STUDENT WELLNESS

Nutrition Standards

School Meals

The 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 program, consistent with the Arizona Nutrition Standards, aims 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 The United States Department of Agriculture (USDA) child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and, where appropriate, the After School Care Snack Program.

These programs:

- A. Are accessible to all children.
- B. Are appealing and attractive to students.
- C. Are served in clean and pleasant settings.
- D. Allow students at least ten (10) minutes to eat breakfast.
- E. Allow students at least twenty (20) minutes to eat lunch.
- F. Have menus created/reviewed by a Registered Dietician or other certified nutrition professional.
- G. Accommodate students with special dietary needs.
- H. Serve lunch at a reasonable and appropriate time of day.
- I. Make available free, potable water during the meal period.

J. Allow students to bring and carry approved water bottles with only water in them throughout the day.

K. 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.)

L. Have menus posted on the the District website or individual school websites.

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.

Competitive Foods and Beverages

Nutrition standards for competitive foods and beverages served during the school day must, at a minimum, meet the USDA's Smart Snacks in Schools guidelines and be consistent with the Arizona Nutrition Standards.

"School day" is defined as "from midnight before school until thirty (30) minutes after the last school-sponsored class (regular school day or after-school program, whichever is later). [Title 7.B.II.A.210C §210.11 and A.R.S. 15-242(E)]

Food:

A. 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.

B. 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.

C. Schools and employees will not use food as rewards.

D. Classroom parties or celebrations involving food are prohibited.

E. Teachers and other employees may not provide snacks or beverages to students except those from the District's food services program.

F. 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):

- A. Milk – low-fat or no fat.
- B. Non-dairy milks.
- C. One hundred percent (100%) fruit or vegetable juice.
- D. Water (un-flavored)

Outside of the School Day

These Administrative Regulations do not apply to fundraising and nonfund-raising 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; seeds or trail mix without nuts; dried fruits; prepackaged items for which the first ingredient is a fruit, a vegetable, a dairy product, or a protein; whole wheat chips; unflavored water, low-fat milk, or one hundred percent (100%) fruit/vegetable juice. Prohibited snacks: nuts; candy; chips; sodas, energy drinks, sports drinks; any food or drink with high levels of sugar or salt.

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.

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.

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 District Student Wellness Committee.

Student Wellness Committee

The Superintendent or designee will convene a representative District Student Wellness Committee (DSWC) that meets at least four (4) times per school year

to establish goals for and oversee the school health and safety policies and programs, including development, implementation, and periodic review and update of Policy JL and related regulations and exhibits.

The District Wellness Committee (DWC) membership will represent all school levels (K-8) and reflect the diversity of the community. Membership should include, to the extent possible but not limited to parents and caregivers, students, representatives of the school food service (e.g., food service contractor), physical education and health education teachers, school health professionals (e.g., health attendants, school counselors, psychologists, social workers), school and District administrators, School Board members, community health professionals, and the general public.

The Superintendent or designee will ensure each school's compliance with Policy JL.

Student Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The District Student Wellness Committee will recommend to the Superintendent a plan to manage, coordinate, and maintain the execution of the Student Wellness Policy. The Wellness Plan will define roles, responsibilities, actions, and timelines specific to each school for compliance with Policy JL and related regulations and exhibits.

Monitoring and Accountability

The District will maintain records documenting compliance with the requirements of the Student Wellness Policy with will include but not be limited to:

- A. Dates of triennial review of JL Student Wellness and related Regulations and Exhibits by the District Student Wellness Committee and recommended updates to the Superintendent.
- B. Documentation of participants in the triennial review, including methods used to make stakeholders aware of their ability to participate.
- C. Documentation of annual review of the effectiveness of the policy and regulations as stated in JL Student Wellness F.
- D. Documentation that the results of the annual review have been made available to the public.
- E. Documentation of compliance with annual public notification requirements.

Community Engagement

Regulations JL-RA and JL-RB will be available in the Parent Resources on the District website <https://www.bcsd15.org/parent-resources>.

Revisions of the Policy and Regulations

At least once every three (3) years, the District Student Wellness Committee will recommend revisions to Policy JL Student Wellness and related regulations and exhibits based on changes in District priorities or community needs, new health goals, new health science and technology, or changes in federal or state laws, regulations, or standards.

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.

Children and adolescents should participate in physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program.

Physical Education:

- A. The District will provide students with formal, age-appropriate physical education, consistent with national and state standards for physical education.
- B. Schools will ensure that students are moderately to vigorously active at least fifty percent (50%) of the time while participating in physical education classes.
- C. Physical education classes will promote student physical fitness through individualized fitness and activity assessments.
- D. Physical education classes will be taught by licensed teachers who are certified or endorsed to teach physical education.
- E. Withholding participation in physical education class as punishment, or the use of physical education class time to complete assignments from other classes is prohibited.

Recess

In addition to the requirements listed in JL Student Wellness, the District has additional regulations for recess.

- A. Recess will be offered outdoors when weather permits. When temperatures exceed one hundred degrees Fahrenheit (100°F), alternative indoor activities will be permitted.
- B. Recess is a complement not a substitute for physical education class.

C. Withholding participation in recess as punishment is prohibited.

Other Opportunities for Physical Activity:

A. Students will be offered other periodic opportunities for students to be physically active or to stretch throughout the day.

B. The District recommends short (3-5 minute) physical activity breaks during and between classes at least three (3) times per week.

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.

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.

District Commitment

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