



About the Local Wellness Policy Activity and Assessment Tool

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

I. WELLNESS GOALS

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

GOAL: NUTRITION PROMOTION <i>Nutrition Promotion includes activities and participation in programs that promote and reinforce health and emphasize the school’s commitment to a healthy school nutrition environment.</i>	Year 1		Year 2		Year 3	
	# schools working on this action	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action
<input checked="" type="checkbox"/> District encourages participation in meal programs as appropriate (School Breakfast, National School Lunch, Afterschool Care Snack, Fresh Fruit and Vegetable Program etc.).					7	7
<input checked="" type="checkbox"/> School meal program menus are posted on the district website or individual school sites.					7	7
<input checked="" type="checkbox"/> Menus include nutrient content and ingredients.					7	7
<input checked="" type="checkbox"/> Participation in meal programs is promoted to families.					7	7
<i>Farm to School Activities (best practice is to choose a minimum of 4 activities):</i>						
<input type="checkbox"/> Local and/or regional products are incorporated into the school meal program.						
<input type="checkbox"/> Messages about agriculture and nutrition are reinforced throughout the learning environment.						
<input checked="" type="checkbox"/> School hosts a school garden.					7	7
<input checked="" type="checkbox"/> School hosts field trips to local farms.					7	2
<input checked="" type="checkbox"/> School utilizes promotions or special events to highlight local/regional products.					7	7

<i>Smarter Lunchroom techniques are implemented in the cafeteria (best practice is to choose a minimum of 10 techniques to implement at each school):</i>						
<input type="checkbox"/> Smarter Lunchroom Technique						
<input type="checkbox"/> Smarter Lunchroom Technique						
<input type="checkbox"/> Smarter Lunchroom Technique						
<input type="checkbox"/> Smarter Lunchroom Technique						
<input type="checkbox"/> Smarter Lunchroom Technique						
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<input type="checkbox"/> Smarter Lunchroom Technique						
<input type="checkbox"/> Smarter Lunchroom Technique						
<input type="checkbox"/> Smarter Lunchroom Technique						
<input type="checkbox"/> 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
<input checked="" type="checkbox"/> Nutrition education is taught in the following grades:						
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5					7	0
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8						
<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12						
<input checked="" type="checkbox"/> Elementary Schools: Nutrition education is offered as part of sequential, comprehensive standards-based health education curriculum.					7	0
<input type="checkbox"/> Nutrition education is taught through other subjects like math, science, language arts, social sciences and electives.					7	0
<input checked="" type="checkbox"/> Health education teachers provide opportunities for students to practice or rehearse the skills taught through the health education curricula.					7	7
<input checked="" type="checkbox"/> Teachers and other staff receive training in nutrition education.					7	1
<input checked="" type="checkbox"/> Media literacy is taught with an emphasis on food and beverage marketing.					7	7

<input type="checkbox"/> Nutrition education is taught in collaboration with community partner: <input type="checkbox"/> <i>Community Partner</i>				0	0	
<p>Nutrition education is included in health education lessons or physical education and the following topics are covered (<i>best practice is to choose a minimum of 12 topics</i>):</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <input type="checkbox"/> Relationship between healthy eating and personal health and disease prevention <input checked="" type="checkbox"/> Food guidance from MyPlate <input type="checkbox"/> Reading and using the FDA’s nutrition fact labels <input checked="" type="checkbox"/> Eating a variety of foods every day <input checked="" type="checkbox"/> Balancing food intake and physical activity <input checked="" type="checkbox"/> Eating more fruits and vegetables and whole grain products <input checked="" type="checkbox"/> Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat <input checked="" type="checkbox"/> Choosing foods and beverages with little added sugar <input type="checkbox"/> Eating more calcium rich foods <input checked="" type="checkbox"/> Preparing healthy meals and snacks <input type="checkbox"/> Risks of unhealthy weight control practices <input type="checkbox"/> Accepting body size difference </td> <td style="vertical-align: top; width: 50%;"> <input checked="" type="checkbox"/> Food safety <input checked="" type="checkbox"/> Importance of water consumption <input checked="" type="checkbox"/> Importance of eating breakfast <input type="checkbox"/> Making healthy choices when eating at restaurants <input type="checkbox"/> Eating disorders <input checked="" type="checkbox"/> The Dietary Guidelines for Americans <input checked="" type="checkbox"/> Reducing sodium intake <input checked="" type="checkbox"/> Social influences on healthy eating, including media, family, press and peers <input type="checkbox"/> How to find valid information or services related to nutrition and dietary behavior <input type="checkbox"/> How to develop a plan and track progress toward achieving a personal goal to eat healthfully <input type="checkbox"/> Resisting peer pressure related to unhealthy dietary behavior <input type="checkbox"/> Influencing, supporting, or advocating for others’ healthy dietary behavior </td> </tr> </table>	<input type="checkbox"/> Relationship between healthy eating and personal health and disease prevention <input checked="" type="checkbox"/> Food guidance from MyPlate <input type="checkbox"/> Reading and using the FDA’s nutrition fact labels <input checked="" type="checkbox"/> Eating a variety of foods every day <input checked="" type="checkbox"/> Balancing food intake and physical activity <input checked="" type="checkbox"/> Eating more fruits and vegetables and whole grain products <input checked="" type="checkbox"/> Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat <input checked="" type="checkbox"/> Choosing foods and beverages with little added sugar <input type="checkbox"/> Eating more calcium rich foods <input checked="" type="checkbox"/> Preparing healthy meals and snacks <input type="checkbox"/> Risks of unhealthy weight control practices <input type="checkbox"/> Accepting body size difference	<input checked="" type="checkbox"/> Food safety <input checked="" type="checkbox"/> Importance of water consumption <input checked="" type="checkbox"/> Importance of eating breakfast <input type="checkbox"/> Making healthy choices when eating at restaurants <input type="checkbox"/> Eating disorders <input checked="" type="checkbox"/> The Dietary Guidelines for Americans <input checked="" type="checkbox"/> Reducing sodium intake <input checked="" type="checkbox"/> Social influences on healthy eating, including media, family, press and peers <input type="checkbox"/> How to find valid information or services related to nutrition and dietary behavior <input type="checkbox"/> How to develop a plan and track progress toward achieving a personal goal to eat healthfully <input type="checkbox"/> Resisting peer pressure related to unhealthy dietary behavior <input type="checkbox"/> Influencing, supporting, or advocating for others’ healthy dietary behavior			7	3
<input type="checkbox"/> Relationship between healthy eating and personal health and disease prevention <input checked="" type="checkbox"/> Food guidance from MyPlate <input type="checkbox"/> Reading and using the FDA’s nutrition fact labels <input checked="" type="checkbox"/> Eating a variety of foods every day <input checked="" type="checkbox"/> Balancing food intake and physical activity <input checked="" type="checkbox"/> Eating more fruits and vegetables and whole grain products <input checked="" type="checkbox"/> Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat <input checked="" type="checkbox"/> Choosing foods and beverages with little added sugar <input type="checkbox"/> Eating more calcium rich foods <input checked="" type="checkbox"/> Preparing healthy meals and snacks <input type="checkbox"/> Risks of unhealthy weight control practices <input type="checkbox"/> Accepting body size difference	<input checked="" type="checkbox"/> Food safety <input checked="" type="checkbox"/> Importance of water consumption <input checked="" type="checkbox"/> Importance of eating breakfast <input type="checkbox"/> Making healthy choices when eating at restaurants <input type="checkbox"/> Eating disorders <input checked="" type="checkbox"/> The Dietary Guidelines for Americans <input checked="" type="checkbox"/> Reducing sodium intake <input checked="" type="checkbox"/> Social influences on healthy eating, including media, family, press and peers <input type="checkbox"/> How to find valid information or services related to nutrition and dietary behavior <input type="checkbox"/> How to develop a plan and track progress toward achieving a personal goal to eat healthfully <input type="checkbox"/> Resisting peer pressure related to unhealthy dietary behavior <input type="checkbox"/> Influencing, supporting, or advocating for others’ healthy dietary behavior					
<input checked="" type="checkbox"/> Lessons link with school meal programs, cafeteria nutrition promotion activities, school gardens/Farm to School, and other nutrition related community activities.				7	2	
<i>Nutrition education is includes experiential, hands on learning experiences:</i>						
<input checked="" type="checkbox"/> Cooking demonstrations				7	7	
<input checked="" type="checkbox"/> Taste testing				7	7	
<input checked="" type="checkbox"/> Promotion of new school menu items				7	7	
<input checked="" type="checkbox"/> School gardens				7	7	
<input checked="" type="checkbox"/> Farm tours				7	7	

GOAL: PHYSICAL ACTIVITY <i>Physical activity is defined by the Centers for Disease Control and Prevention (CDC) as any bodily movement produced by skeletal muscles that result in energy expenditure. Regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces anxiety and stress, increases self-esteem and may improve blood pressure and cholesterol levels. Incorporating regular physical activity in your school(s) is an important contributor to student wellness.</i>	Year 1		Year 2		Year 3	
	# schools working on this action	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action
Physical Activity						
<input checked="" type="checkbox"/> Physical activity is available for at least ____ minutes per day for all students.					7	
<input type="checkbox"/> Physical activity during the day (including but not limited to recess, classroom physical activity breaks, or physical education) is not used or withheld as punishment for any reason.						
<input type="checkbox"/> The district provides teachers and other school staff with a list of ideas for alternative ways to discipline students.						
<input type="checkbox"/> A comprehensive school physical activity program (CSPAP) is used to coordinate physical activity before, during and after school.						
<input type="checkbox"/> To the extent practicable, schools ensure that their grounds and facilities are safe and that equipment is available to all students to be active.						
<input type="checkbox"/> Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces are open to students, their families, and the community outside of school hours.						
<input type="checkbox"/> Schools ensure that inventories of physical activity supplies and equipment are known and, when necessary, work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.						
Before and After School Activities						
<input checked="" type="checkbox"/> Students have opportunities to participate in physical activity before school.					0	0
<input checked="" type="checkbox"/> Students have opportunities to participate in physical activity after school.					7	7
Physical Education						
<i>In Arizona, LEAs are recommended to review the Arizona PE Standards. Arizona does not have PE requirement, but the national recommendation for PE minutes is 150 per week at the elementary level and 225 minutes per week at the secondary level (middle school and high school level).</i>						
Elementary students (grades K-5) in each grade receive physical education for at least (<i>choose one</i>):						
<input checked="" type="checkbox"/> 45 minutes per week <input type="checkbox"/> 60-89 minutes per week <input type="checkbox"/> 90-149 minutes per week <input type="checkbox"/> 150 or more minutes per week <input type="checkbox"/> <i>Other:</i>					7	7

Secondary students (grades 6-12) are (<i>choose one</i>): <input checked="" type="checkbox"/> Required to take one physical education credit total <input type="checkbox"/> Will take more than one academic year of physical education <input type="checkbox"/> Will take physical education throughout all secondary school years <input type="checkbox"/> <i>Other</i> :					7	7
<input checked="" type="checkbox"/> Students receive formal, age-appropriate physical education, consistent with national and state standards for physical education.					7	7
<input type="checkbox"/> Physical education program promotes student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment).						
<input checked="" type="checkbox"/> Students are moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.					7	7
<input checked="" type="checkbox"/> Physical education teachers participate in professional development at least once per year.					7	7
<input checked="" type="checkbox"/> Physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education.					7	7
<input type="checkbox"/> Waivers, exemptions, or substitutions for physical education classes are not granted.						
<input checked="" type="checkbox"/> Physical activity may not be substituted for any other class (i.e. dance, marching band, ROTC etc.)					7	7
Recess						
<input checked="" type="checkbox"/> Elementary schools provide at least 20 minutes of recess on all days during the school year.					7	7
<input checked="" type="checkbox"/> If recess is offered before lunch, proper hand washing measures are in place.					7	7
<input checked="" type="checkbox"/> Recess is offered outdoors when weather is feasible.					7	7
<input checked="" type="checkbox"/> Recess is a compliment to not a substitute for physical education class.					7	7
<input checked="" type="checkbox"/> Recess monitors encourage students to be active.					7	7
<input checked="" type="checkbox"/> Recess monitors serve as role models by being physically active along with students.					7	7
Classroom Physical Activity Breaks and Active Academics						
<input checked="" type="checkbox"/> Students are offered periodic opportunities to be physically active or to stretch in the classroom throughout the day on all or most days during a typical school week.						
<input checked="" type="checkbox"/> Teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time at least 3 days per week.						
<input checked="" type="checkbox"/> Teachers receive resources, tools, and technology with ideas for classroom physical activity breaks.						
<input checked="" type="checkbox"/> Teachers incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible to reduce sedentary behavior during the day.					0	0
<input checked="" type="checkbox"/> Teachers serve as role models by being physically active alongside students whenever possible.					7	7

<i>Physical Activity Topics in Health Education</i>								
<input type="checkbox"/> Health education is required in all elementary grades.					0	0		
<input type="checkbox"/> Middle and high school students are required to take and pass at least one health education course.								
<input type="checkbox"/> At least 12 of the following essential topics on physical activity are in the health education curriculum: <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> The physical, physiological, or social benefits of physical activity <input type="checkbox"/> How physical activity can contribute to a healthy weight <input type="checkbox"/> How physical activity can contribute to the academic learning process <input type="checkbox"/> How an inactive lifestyle contributes to chronic disease <input type="checkbox"/> Health-related fitness, including cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition <input type="checkbox"/> Differences between physical activity, exercise and fitness <input type="checkbox"/> Phases of an exercise session including warm up, workout, and cool down <input type="checkbox"/> Decreasing sedentary activities such as TV watching <input type="checkbox"/> How to influence, support, or advocate for others to engage in physical activity <input type="checkbox"/> Opportunities for physical activity in the community </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Preventing injury during physical activity <input type="checkbox"/> Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active <input type="checkbox"/> How much physical activity is enough, including determining frequency, intensity, time and type of physical activity <input type="checkbox"/> Developing an individualized physical activity and fitness plan <input type="checkbox"/> Monitoring progress toward reaching goals in an individualized physical activity plan <input type="checkbox"/> Dangers of using performance-enhancing drugs such as steroids <input type="checkbox"/> Social influences on physical activity including media, family, peers, and culture <input type="checkbox"/> How to find valid information or services related to physical activity and fitness <input type="checkbox"/> Overcoming barriers to physical activity <input type="checkbox"/> How to resist peer pressure that discourages physical activity </td> </tr> </table>	<input type="checkbox"/> The physical, physiological, or social benefits of physical activity <input type="checkbox"/> How physical activity can contribute to a healthy weight <input type="checkbox"/> How physical activity can contribute to the academic learning process <input type="checkbox"/> How an inactive lifestyle contributes to chronic disease <input type="checkbox"/> Health-related fitness, including cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition <input type="checkbox"/> Differences between physical activity, exercise and fitness <input type="checkbox"/> Phases of an exercise session including warm up, workout, and cool down <input type="checkbox"/> Decreasing sedentary activities such as TV watching <input type="checkbox"/> How to influence, support, or advocate for others to engage in physical activity <input type="checkbox"/> Opportunities for physical activity in the community	<input type="checkbox"/> Preventing injury during physical activity <input type="checkbox"/> Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active <input type="checkbox"/> How much physical activity is enough, including determining frequency, intensity, time and type of physical activity <input type="checkbox"/> Developing an individualized physical activity and fitness plan <input type="checkbox"/> Monitoring progress toward reaching goals in an individualized physical activity plan <input type="checkbox"/> Dangers of using performance-enhancing drugs such as steroids <input type="checkbox"/> Social influences on physical activity including media, family, peers, and culture <input type="checkbox"/> How to find valid information or services related to physical activity and fitness <input type="checkbox"/> Overcoming barriers to physical activity <input type="checkbox"/> How to resist peer pressure that discourages physical activity					0	0
<input type="checkbox"/> The physical, physiological, or social benefits of physical activity <input type="checkbox"/> How physical activity can contribute to a healthy weight <input type="checkbox"/> How physical activity can contribute to the academic learning process <input type="checkbox"/> How an inactive lifestyle contributes to chronic disease <input type="checkbox"/> Health-related fitness, including cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition <input type="checkbox"/> Differences between physical activity, exercise and fitness <input type="checkbox"/> Phases of an exercise session including warm up, workout, and cool down <input type="checkbox"/> Decreasing sedentary activities such as TV watching <input type="checkbox"/> How to influence, support, or advocate for others to engage in physical activity <input type="checkbox"/> Opportunities for physical activity in the community	<input type="checkbox"/> Preventing injury during physical activity <input type="checkbox"/> Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active <input type="checkbox"/> How much physical activity is enough, including determining frequency, intensity, time and type of physical activity <input type="checkbox"/> Developing an individualized physical activity and fitness plan <input type="checkbox"/> Monitoring progress toward reaching goals in an individualized physical activity plan <input type="checkbox"/> Dangers of using performance-enhancing drugs such as steroids <input type="checkbox"/> Social influences on physical activity including media, family, peers, and culture <input type="checkbox"/> How to find valid information or services related to physical activity and fitness <input type="checkbox"/> Overcoming barriers to physical activity <input type="checkbox"/> How to resist peer pressure that discourages physical activity							
<i>Active Transport (best practice is to choose a minimum of 6)</i>								
<input checked="" type="checkbox"/> Safe or preferred routes to school are designated.					7	7		
<input checked="" type="checkbox"/> Activities such as participation in international Walk to School Week are promoted					7	7		
<input checked="" type="checkbox"/> Crosswalks on streets leading to school are used.					7	7		
<input checked="" type="checkbox"/> Secure storage facilities for bicycles and helmet are present on school grounds.					7	7		
<input checked="" type="checkbox"/> Instruction on walking/bicycling safety is provided to students.					7	7		
<input checked="" type="checkbox"/> Crossing guards are used.					7	7		
<input checked="" type="checkbox"/> Walking school buses are coordinated.					7	7		
<input checked="" type="checkbox"/> The number of children walking and/or biking to and from school is documented.					7	7		
<input checked="" type="checkbox"/> Maps of the school environment (sidewalks, crosswalks, roads, pathways, bike racks) are distributed.					7	7		
<input checked="" type="checkbox"/> Safe routes to school program is promoted to students, staff, parents via newsletters, websites, and local newspaper.					7	7		

GOAL: OTHER ACTIVITIES THAT PROMOTE STUDENT WELLNESS	Year 1		Year 2		Year 3	
	# schools working on this action	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action
School Sponsored Events						
<input checked="" type="checkbox"/> School-sponsored events incorporate wellness components including physical activity and healthy eating opportunities.					7	5
Relationships with Community Partnerships						
<input type="checkbox"/> Hospitals						
<input type="checkbox"/> Universities/colleges						
<input type="checkbox"/> Local businesses						
<input type="checkbox"/> SNAP-Ed Providers						
Community Health Promotion and Family Engagement						
<input checked="" type="checkbox"/> The benefits of and approaches to healthy eating and physical activity are promoted to parents/caregivers, families, and the general community throughout the school year (i.e. the school provides information about nutrition and physical activity to parents throughout the year).					7	7
<input checked="" type="checkbox"/> Families are informed and invited to participate in school-sponsored activities and receive information about health promotion efforts.					7	7
<input checked="" type="checkbox"/> Electronic and non-electronic mechanisms are used to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.					7	7
Staff Wellness and Health Promotion						
<input type="checkbox"/> The District Wellness Committee has a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. This subcommittee focuses on staff wellness in ___ schools. If yes, best practice to list subcommittee leader's name in the policy.						
<input type="checkbox"/> Schools implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors, and 3-4 strategies are listed.						
<input type="checkbox"/> Strategy 1:						
<input type="checkbox"/> Strategy 2:						
<input type="checkbox"/> Strategy 3:						
<input type="checkbox"/> Strategy 4:						

<input type="checkbox"/> The district promotes staff member participation in health promotion programs.						
<input type="checkbox"/> District has a healthy meeting policy for all events with available food options, created by the district wellness committee to optimize healthy food options.						
Professional Learning						
<input checked="" type="checkbox"/> The district offers annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and schools.					7	7
Other Activities to Promote Wellness						
<input type="checkbox"/> Each school has a health professional on site for at least half the school day.						
<input type="checkbox"/> The district supports health fairs at ____ schools per year.						
<input type="checkbox"/> Other:						
<input type="checkbox"/> Other:						
<input type="checkbox"/> Other:						

II. DISTRICT POLICIES

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

DISTRICT POLICY: SCHOOL MEALS STANDARDS <i>At a minimum, the school meal standards should meet the New Meal Pattern requirements. LEAs can establish additional standards important to the district. This section should also include standards for the meal service area, menu composition (use of local produce) and guidelines for water availability during meals.</i>	Year 1	Year 2	Year 3
	% of schools in compliance	% of schools in compliance	% of schools in compliance
<i>National School Lunch Program</i>			
<input checked="" type="checkbox"/> All schools in the district participate in the National School Lunch Program.			100%
<input checked="" type="checkbox"/> Lunch meals served meet the new meal pattern requirements including minimum requirements for fruits, vegetables (and subgroups), whole-grain rich foods, meat/meat alternates and 2 varieties of milk.			100%
<input checked="" type="checkbox"/> <u> 60 </u> percent of lunch items will be prepared from scratch or made on site.			100%
<input checked="" type="checkbox"/> Students are served lunch at a reasonable and appropriate time of the day.			100%
<input type="checkbox"/> Lunch follows recess to better support learning and healthy eating.			
<input type="checkbox"/> Students have adequate time to eat: <input type="checkbox"/> Students have 10 minutes of seated time <input checked="" type="checkbox"/> Students have 20 minutes of seated time <input type="checkbox"/> Students have 30 minutes of seated time (ADE best practice) <input type="checkbox"/> Students have <u> </u> minutes of seated time			100%
<i>School Breakfast Program</i>			
<input checked="" type="checkbox"/> All schools in the district participate in the School Breakfast Program.			100%
<input checked="" type="checkbox"/> Breakfast meals served meet the new meal pattern requirements including minimum requirements for fruits/vegetables, whole-grain rich foods, and 2 varieties of milk.			100%
<input checked="" type="checkbox"/> The district encourages schools to provide breakfast in the classroom or via mobile grab and go carts.			100%
<i>School Meal Standards meet the following additional guidelines established by the district:</i>			
<input checked="" type="checkbox"/> Meals are appealing and attractive to students.			100%
<input checked="" type="checkbox"/> Meals are served in clean and pleasant settings.			100%
<input checked="" type="checkbox"/> Local and/or regional products are incorporated into the school meal programs.			100%
<input checked="" type="checkbox"/> Fresh fruits and vegetables are served <u> 5 </u> times per week.			100%
<input type="checkbox"/> Flavored milk is not served; District only offers low fat and fat free plain milk.			n/a

<input checked="" type="checkbox"/> Menus are created/reviewed by a Registered Dietitian or other certified nutrition professional.			100%
<input checked="" type="checkbox"/> School meals are administered by a team of nutrition professionals.			100%
<input type="checkbox"/> Other:			
<input type="checkbox"/> Other:			
<input type="checkbox"/> Other:			
<input type="checkbox"/> Other:			
<input type="checkbox"/> Other:			
<input type="checkbox"/> Other:			
<input type="checkbox"/> Other:			
Water			
<input checked="" type="checkbox"/> Free, potable water is available to all students during the meal period.			100%
<input checked="" type="checkbox"/> Water sources and containers are maintained on a regular basis to ensure good hygiene and health safety standards.			100%
<input checked="" type="checkbox"/> Students are allowed to bring and carry approved water bottles with only water in them throughout the day.			100%

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
<input checked="" type="checkbox"/> Foods and beverages sold outside the school meal programs will meet the USDA Smart Snacks in School nutrition standards on the school campus during the school day (midnight to thirty minutes after the end of the school day). This applies to foods sold:			
<input checked="" type="checkbox"/> Not applicable, district does not sell competitive foods.			
<input type="checkbox"/> A la Carte			
<input type="checkbox"/> In student stores			
<input type="checkbox"/> In vending machines			
<input type="checkbox"/> Other:			
Foods and beverages sold outside of the school meal programs meet the following additional guidelines established by the district:			
<input checked="" type="checkbox"/> All foods and beverages sold outside the school meal programs will meet the USDA Smart Snacks in School nutrition standards on the school campus (midnight to midnight).			100%
<input type="checkbox"/> Guideline:			
<input type="checkbox"/> Guideline:			

DISTRICT POLICY: CELEBRATIONS AND REWARDS	Year 1	Year 2	Year 3
(FOOD SERVED TO STUDENTS) <i>Arizona Law (ARS 15-242) referred to as Arizona Nutrition Standards states that all food and beverages supplied at school sponsored events to students in grades K-8 must meet the USDA's Smart Snacks in Schools guidelines. The USDA's Smart Snacks in Schools and Arizona Nutrition Standards guidelines do not apply to foods brought to school in bagged lunches or for activities such as birthday parties, holidays, or other celebrations.</i>	% of schools in compliance	% of schools in compliance	% of schools in compliance
School Sponsored Events			
<input checked="" type="checkbox"/> Foods served to students in grades K-8 meet (or exceed) the USDA Smart Snacks in School nutrition standards, per the Arizona Nutrition Standards (ARS 15-242) .			100%
<input checked="" type="checkbox"/> Foods served to students in grades 9-12 meet (or exceed) the USDA Smart Snacks in School nutrition standards, per the Arizona Nutrition Standards (ARS 15-242) .			100%
Classroom Celebrations/Rewards			
<input checked="" type="checkbox"/> Foods served to students during classroom celebrations and parties (holidays and birthdays) meet (or exceed) the USDA Smart Snacks in School nutrition standards, per the Arizona Nutrition Standards (ARS 15-242).			60%
<input checked="" type="checkbox"/> Parents and teachers receive a list of healthy party ideas, including non-food celebration ideas.			50%
<input checked="" type="checkbox"/> Classroom snacks brought in by parents meet (or exceed) the USDA Smart Snacks in School nutrition standards, per the Arizona Nutrition Standards (ARS 15-242).			30%
<input checked="" type="checkbox"/> Parents receive a list of foods and beverages that meet the USDA Smart Snacks nutrition standards.			30%
<input checked="" type="checkbox"/> Food and beverage is not used as a reward.			60%
<input checked="" type="checkbox"/> 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:			
<input type="checkbox"/> Guideline:			n/a
<input type="checkbox"/> Guideline:			n/a
<input type="checkbox"/> Guideline:			n/a

DISTRICT POLICY: FUNDRAISING	Year 1	Year 2	Year 3
<i>In Arizona, all fundraisers are exempted from the Smart Snacks guidelines when an exemption request form is submitted, per HNS 04-2015. However, regulations state that no exempted fundraiser foods or beverages may be sold in competition with school meals in the food service area during the meal service. Additionally, LEAs have the authority to implement more restrictive fundraising food standards.</i>	% of schools in compliance	% of schools in compliance	% of schools in compliance
The district has adopted the following fundraising policy:			
<input checked="" type="checkbox"/> The district does not allow exempt fundraisers. All food sold on campus during the school day as part of a fundraiser must meet Smart Snacks guidelines.			100%
<input checked="" type="checkbox"/> The district allows infrequent, exempt fundraisers, where food sold on campus during the school day does not meet Smart Snacks guidelines and complies with the following:			100%

<input type="checkbox"/> The district submits the exemption request form to ADE for all food-related fundraisers, intended for consumption on school campus during the school day, that do not meet the Smart Snacks guidelines.			
<input type="checkbox"/> The district defines what it considers to be 'infrequent' as it relates to exempt fundraisers as: _____			
<input type="checkbox"/> The district defines what it considers to be an appropriate short duration for exempt fundraisers as: _____			
Notifying Public of Fundraising Policy			
<input checked="" type="checkbox"/> The district fundraising policy is distributed to all schools.			100%
<input checked="" type="checkbox"/> The district fundraising policy is distributed to all parents/guardians.			100%
The district has established additional guidelines for fundraising:			
<input type="checkbox"/> Guideline:			
<input type="checkbox"/> Guideline:			
<input type="checkbox"/> Guideline:			

DISTRICT POLICY: FOOD AND BEVERAGE MARKETING <i>LEAs that allow marketing of food and beverages to students must include plans and policies that allow the marketing of only those foods and beverages that may be sold on the school campus during the school day (i.e. that meet the USDA's Smart Snacks in Schools) LEAs have the discretion to enact broader policies that address marketing that occurs at events outside of school hours.</i>	Year 1	Year 2	Year 3
	% of schools in compliance	% of schools in compliance	% of schools in compliance
<input checked="" type="checkbox"/> All foods and beverages advertised on the school campus during the school day meet or exceed the USDA Smart Snacks in School nutrition guidelines. These guidelines apply to (Check all that apply)			
<input type="checkbox"/> Vending machine exteriors			
<input checked="" type="checkbox"/> School equipment such as marquees, message boards, scoreboards, busses etc.			100%
<input type="checkbox"/> Cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment			
<input type="checkbox"/> Posters, book covers, school supplies displays etc.			
<input type="checkbox"/> Advertisements in school publications or mailings			
<input type="checkbox"/> Free product samples, taste tests, or coupons of a product or free samples displaying advertising of a product			
The district has established additional guidelines for all foods and beverages marketed to students:			
<input checked="" type="checkbox"/> As the district, school nutrition services, athletic director, PTO/PTA reviews existing contracts and considers new contracts, equipment and purchasing, decisions reflect applicable marketing guidelines established by the LWP.			100%
<input type="checkbox"/> Guideline:			
<input type="checkbox"/> Guideline:			
<input type="checkbox"/> 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
<input checked="" type="checkbox"/> District convenes a representative district wellness committee (DWC).					x	
<input checked="" type="checkbox"/> District Wellness Committee meets <u>4</u> times per year.					x	
<input checked="" type="checkbox"/> The public is notified of their ability to participate in the district wellness committee.					x	
The public is notified of their ability to participate in the district wellness committee using the following methods:						
<input type="checkbox"/> Email						
<input type="checkbox"/> Notices on district website						
<input type="checkbox"/> Newsletters						
<input type="checkbox"/> Presentations to parents						
<input type="checkbox"/> Sending information home via flyers						
<input type="checkbox"/> Other:						
<input checked="" type="checkbox"/> DWC <i>actively recruits</i> representation from:						
<input checked="" type="checkbox"/> All school levels (elementary, middle, high)					x	
<input checked="" type="checkbox"/> Parents/Caregivers					x	
<input type="checkbox"/> Students						
<input checked="" type="checkbox"/> Representative from School Nutrition Programs					x	
<input checked="" type="checkbox"/> Physical education teacher					x	
<input checked="" type="checkbox"/> Health education teacher					x	
<input checked="" type="checkbox"/> School health professionals (nurses)					x	
<input type="checkbox"/> Mental health and social services staff (counselors, psychologists, social workers)						
<input checked="" type="checkbox"/> Administrators					x	
<input type="checkbox"/> School board members						

<input checked="" type="checkbox"/> Health professionals (dietitians, doctors, nurses)						x	
<input type="checkbox"/> The general public							
<input type="checkbox"/> DWC <i>has</i> representation from:							
<input type="checkbox"/> All school levels (elementary, middle, high)							
<input checked="" type="checkbox"/> Parents/Caregivers						x	
<input type="checkbox"/> Students							
<input checked="" type="checkbox"/> Representative from School Nutrition Programs						x	
<input checked="" type="checkbox"/> Physical education teacher						x	
<input type="checkbox"/> Health education teacher							
<input type="checkbox"/> School health professionals (nurses)							
<input type="checkbox"/> Mental health and social services staff (counselors, psychologists, social workers)							
<input checked="" type="checkbox"/> Administrators						x	
<input type="checkbox"/> School board members							
<input type="checkbox"/> Health professionals (dietitians, doctors, nurses)							
<input type="checkbox"/> The general public							
<input type="checkbox"/> To the extent possible, representatives from each school in the district							
<input checked="" type="checkbox"/> DWC includes representation from community partners (when feasible)						x	
<input checked="" type="checkbox"/> SNAP-Ed coordinator						x	
<input type="checkbox"/> Other:							
<input checked="" type="checkbox"/> Each school within the district has an on-going school wellness committee (School Health Advisory Committee- SHAC) to review school-level, health related issues in coordination with the DWC.							x

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

IV. IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND NOTIFICATION

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

IMPLEMENTATION PLAN <i>Once the wellness policy is written, the district will need to communicate to the goals and policies to all schools. Schools will then implement the policies and begin working toward the goals as appropriate. The implementation of the policies should be consistent across all schools, but the actions that work toward meeting the goals may vary from school to school.</i>	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
<input checked="" type="checkbox"/> Schools conducted a school-level assessment prior to developing an implementation plan. The assessment used was: <input type="checkbox"/> The Alliance for a Healthier Generation Healthy Schools Program; <input type="checkbox"/> The School Health Index <input type="checkbox"/> Action for Healthy Kids Game On program <input type="checkbox"/> Other program: _____						x
<input checked="" type="checkbox"/> The district has a plan for implementation to manage and coordinate the execution of this wellness policy at each school.					x	
<input checked="" type="checkbox"/> The plan includes roles, responsibilities, actions and timelines specific to each school and includes information about who will be responsible to make changes.					x	

TRIENNIAL PROGRESS ASSESSMENTS <i>At least once every three years, the District must assess compliance with their wellness policy and assess progress toward meeting the goals of the wellness policy.</i>	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
<input checked="" type="checkbox"/> At least once every three years, the district evaluates compliance with the wellness policy.						
The evaluation includes:						
<input checked="" type="checkbox"/> The extent to which schools under the jurisdiction of the district are in compliance with the wellness policy.					x	
<input checked="" type="checkbox"/> The extent to which the district's policy compares to the a model policy					x	
<input checked="" type="checkbox"/> A description of the progress made in attaining the goals of the district's wellness policy.					x	
<input checked="" type="checkbox"/> The district designated a person responsible for managing the triennial assessment: This designee is: <u>District Liaison-Yubani Figueroa</u>					x	

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

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
Availability of the LWP						
<input checked="" type="checkbox"/> The public has access to the LWP at all times.					x	
<input checked="" type="checkbox"/> The wellness policy is posted online. The URL is: https://www.littletonaz.org/Food-Services _____					x	
Notification/Availability of Revisions and Updates to the LWP						
<input checked="" type="checkbox"/> 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.						x
<input checked="" type="checkbox"/> District informs families and the public each year of basic information about the policy, including its content, updates, and implementation status by: District Website					x	
<input type="checkbox"/> Email						
<input checked="" type="checkbox"/> Notices on district website					x	
<input type="checkbox"/> Newsletters						
<input type="checkbox"/> Presentations to parents						
<input type="checkbox"/> Sending information home						
<input type="checkbox"/> Other						
<input type="checkbox"/> Communications include culturally and linguistically appropriate language.						
Availability of the Triennial Assessment						
<input type="checkbox"/> The district actively notifies households of the availability of the triennial progress report.						
<input type="checkbox"/> The triennial assessments are available to the public. The URL is: _____						

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