

### About the Local Wellness Policy Activity and Assessment Tool

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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 guidas 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	Yea	- dow		24	ear 3	
and emphasize the school's commitment to a healthy school nutrition environment.	# schools working on this action	# schools successfully completing this action	# schools working on this action	successiony completing this action	working on this action	# six successfully completing this action
✓ □ The district encourages participation in meal programs as appropriate (School Breakfast, National School Lunch, Afterschool Care Snack, Fresh Fruit and Vegetable Program etc.).		Ĺ		~		x
$\checkmark$ $\Box$ School meal program menus are posted on the district website or individual school sites.		*		*		x
Image: Menus include nutrient content and ingredients. (only some snacks)		X	<b>v</b>			(website)
$\checkmark$ $\Box$ Participation in meal programs is promoted to families.		X		1		x
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. (nutrition education)			-			
School hosts a school garden.	/					
□ School hosts field trips to local farms.(should do))	1					
School utilizes promotions or special events to highlight local/regional products. (taste test nutrition)			1			
Smarter Lunchroom techniques are implemented in the cafeteria (best practice is to choc each_school):	ose a minin	num of 10	) techniqu	es to imp	lement a	t
✔ □ Smarter Lunchroom Technique (encourage new veg/fruit)		~		1		
✓ □ Smarter Lunchroom Technique (veg/fruit bar)		V				X

Smarter Lunchroom Technique			
Smarter Lunchroom Technique			
Smarter Lunchroom Technique			
Smarter Lunchroom Technique			

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GOAL: NUTRITION EDUCATION	Year 1		Year 2		Year 3	
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.	# schools working on this action	# schools successfull y completing this action	# schools working on this action	# schools successfull y completing this action	# schools working on this action	# schools successfull y completing this action
✓ □ Nutrition education is taught in the following grades:						
✓□K ✓□1 ✓ □2 ✓ □ ✓3 □ ✓4 □ ✓5 ( <i>✓□</i> PreSchool)				~		
060708						
□ 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.						
<ul> <li>Nutrition education is taught in collaboration with community partner:</li> <li><i>Community Partner</i></li> </ul>				1		

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Nutrition education is included in health education less are covered (best practice is to choose a minimum of	sons or physical education and the following topics 12 topics):	200					
$\checkmark \Box$ Relationship between healthy eating and							
personal health and disease prevention	✓ □ Food safety						
✓ □ Food guidance from MyPlate	Importance of water consumption						
$\checkmark$ $\Box$ Reading and using the FDA's nutrition fact	✓ □ Importance of eating breakfast						
labels	Making healthy choices when eating at						
✓ □ Eating a variety of foods every day	restaurants						
✓ □ Balancing food intake and physical activity	□ Eating disorders						
<ul> <li>Eating more fruits and vegetables and whole</li> </ul>	□ The Dietary Guidelines for Americans						
grain-rich products	, □ Reducing sodium intake						
	□ Social influences on healthy eating, including						
□ Choosing foods that are low in fat, saturated	media, family, press and peers						
fat, and cholesterol and do not contain trans	□ How to find valid information or services						
fat	related to nutrition and dietary behavior						
$\checkmark$ $\Box$ Choosing foods and beverages with little	$\checkmark$ $\Box$ How to develop a plan and track progress						
added sugar	toward achieving a personal goal to eat						
Eating more calcium rich foods	healthfully						
Preparing healthy meals and snacks	Resisting peer pressure related to unhealthy						
□ Risks of unhealthy weight control practices	dietary behavior						
	□ Influencing, supporting, or advocating for						
□ Accepting body size difference	others' healthy dietary behavior						
Lessons link with school meal programs, cafeteria r to School, and other nutrition related community ar	nutrition promotion activities, school gardens/Farm ctivities.						
Nutrition education includes experiential, ha	nds-on learning experiences						
Cooking demonstrations							
✓ □ Taste testing (farmer's market at lunch)				4			
□ Promotion of new school menu items							

School gardens	1			
Farm tours	$\checkmark$			

	Local We	Iness Po	olicy Acti	vity and	Assessn	nent Too
GOAL: PHYSICAL ACTIVITY	Yea	ar 1	Year 2		Yea	ar 3
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.	# schools working on this action	# schools successfull y completing lhis action	# schools working on this action	# schools successfull y completing this action	# schools working on this action	# schools successfull y completing this action
Physical Activity						
✓ □ Physical activity is available for at least minutes per day for all students. (15 min/20 min recess) (+1)		~		~		x
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.		V	1		х	
The district provides teachers and other school staff with a list of ideas for alternative ways to discipline students. (PBIS)		$\checkmark$		~		x
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. (fields could be safer)		$\checkmark$	~			x
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. (rental of gym)		$\checkmark$	1			×
Schools ensure that inventorles 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. (still trying to obtain equipment)			-			×
Before and After School Activities						
□ Students have opportunities to participate in physical activity before school. (NY?recess 7:30-7:45?)					х	
Students have opportunities to participate in physical activity after school.(NY?After School Club?)					x	
Physical Education						
In Arizona, LEAs are recommended to review the A <u>rizona PE Standards</u> . 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).						

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Elementary street ts (grades K-5) in each grade receive physical education for at least (choose			~	x
one): □ 4	12			
60-89 minutes per week				
✓ □ 90-149 minutes per week (90 minutes)				
□ 150 or more minutes per week				
Other:				

	Local We	ellness P	olicy Acti	vity and	Assessr	nent Too
Secondary students (grades 6-12) are (choose one):     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  Other:						
Students receive formal, age-appropriate physical education, consistent with national and state standards for physical education.		1		~		×
Physical education program promotes student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment).(5th Gr)	V			4	×	
Students are moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.		1		4		x
✓ □ Physical education teachers participate in professional development at least once per year.		1		~		x
Physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education.				*	x	
✓ □ Waivers, exemptions, or substitutions for physical education classes are not granted. (only injuries)		v		~		x
✓ □ Physical activity may not be substituted for any other class (e.g., dance, marching band, ROTC etc.)		v		~		
Recess				-		
$\checkmark$ $\Box$ Elementary schools provide at least 20 minutes of recess on all days during the school year.		1		1		x
$\checkmark$ If recess is offered before lunch, proper hand washing measures are in place.		V		~		x
$\checkmark$ $\Box$ Recess is offered outdoors when weather is feasible.		~		1		x
✓ □ Recess is a compliment to not a substitute for physical education class.		~		~		x

✓ □ Recess monitors encourage students to be active.	V		1		X
Recess monitors serve as role models by being physically active along with students.	1		×		x
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.	$\checkmark$		~		x
Teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time at least 3 days per week.	V		~		x
Teachers receive resources, tools, and technology with ideas for classroom physical activity breaks. (from admin)			~		x
Teachers incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible to reduce sedentary behavior during the day.		~		x	

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✓ □ Teachers serve as role models by being physically active alongside students whenever possible.		~		x
Physical Activity Topics in Health Education				
✓ □ Health education is required in all elementary grades.)		~		x
□ 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:			~	x

✓ □ The phone N, physiological, or social benefits of physi⊖ vity	✓ □ Preventing injury during physical activity ✓ □ Weather-related safety, for example, avoiding					0	
✓ □ How physical activity can contribute to a healthy weight	heat stroke, hypothermia, and sunburn while being physically active	-					
How physical activity can contribute to the academic learning process	How much physical activity is enough, including determining frequency, intensity, time and type of physical activity						
✓ □ How an inactive lifestyle contributes to chronic disease	<ul> <li>Developing an individualized physical activity and fitness plan</li> </ul>						
Health-related fitness, including cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition	<ul> <li>In Monitoring progress toward reaching goals in an individualized physical activity plan</li> </ul>			1			
Differences between physical activity, exercise and fitness	Dangers of using performance-enhancing drugs such as steroids						
Phases of an exercise session including warm up, workout, and cool down	Social influences on physical activity including media, family, peers, and culture						
Decreasing sedentary activities such as TV watching	How to find valid information or services related to physical activity and fitness					1	
□ How to influence, support, or advocate for	Overcoming barriers to physical activity						
others to engage in physical activity	How to resist peer pressure that discourages physical activity						
community	(health has been newly added and is developing)						
Active Transport (best practice is to choose a	a minimum of 6)						
$\Box$ Safe or preferred routes to school are designated. (	not a walking promoted campus)						
□ Activities such as participation in international Walk	to School Week are promoted.						
$\checkmark$ $\Box$ Crosswalks on streets leading to school are used	3.		/	~			х
$\checkmark \square$ Secure storage facilities for bicycles and helmet	are present on school grounds. (only bike rack)		1	<b>\$</b>			
✓ □ Instruction on walking/bicycling safety is provided	d to students.				>		x
✓ □ Crossing guards are used.			V		>		
□ Walking school buses are coordinated.							
$\checkmark$ $\Box$ The number of children walking and/or biking to	and from school is documented. (in office)		~		~		x

	Local We	ellness F	Policy Ac	tivity and	Assessr	nent Too
□ Maps of the school environment (sidewalks, crosswalks, roads, pathways, bike racks) are distributed.( <i>only school map</i> )						
Safe routes to school program is promoted to students, staff, parents via newsletters, websites, and local newspaper. (drop off)						

GOAL: OTHER ACTIVITIES THAT PROMOTE	Yea	ar 1	Yea	ar 2	Year 3	
STUDENT WELLNESS	# schools working on this aclion	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action	# schools working on this action	# schoo successfr completi this actio
School Sponsored Events						
✓□ School-sponsored events incorporate wellness components including physical activity and healthy eating opportunities.	1			~		
Relationships with Community Partnerships						
		V	-			
□ Universities/colleges						
✓ □ Local businesses (K9, Wild West Run, Wickenburg Boot Breast Cancer)		$\checkmark$				х
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). (beginning to share more)	~		×			
Families are informed and invited to participate in school-sponsored activities and receive information about health promotion efforts. (Field Day only) (Appex Fun Run)			>			х
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. (Class Dojo)		, ,	>			x
Staff Wellness and Health Promotion						
The District Wellness Committee has a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. This subcommittee focuses on staff wellness in schools. If yes, best practice to list subcommittee leader's name in the policy.		$\checkmark$				x
Schools implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors, and 3-4 strategies are listed.			~			х
✓ □ Strategy 1: (District Gym)						
✓ □ Strategy 2: (Increase physical education time)						
✓ □ Strategy 3: (Cross Curriculum Lessons)						

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Strategy	$\square$	$\checkmark$		
✓ □ The district promotes staff member participation in health promotion programs.	$\checkmark$		~	x
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		-10		
✓ □ Each school has a health professional on site for at least half the school day. (Health Aide)		· ·	~	x
□ The district supports health fairs at schools per year.				
□ Other: Health Saferi		1		
Dother: Public Saletor Day		1		
Other: Weekly SEL				
)				

	11.	DIST	FRICT	POL	ICIES
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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			Year 3
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.	% of schools în 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.			х
✓□ 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.			x
✓□ percent of lunch items will be prepared from scratch or made on site.			х
$\mathscr{A} \square$ Students are served lunch at a reasonable and appropriate time of the day.			x

✓ □ Lunch follows recess to better support learning and healthy eating. (3-5th grade)		х
✓ □ Students have adequate time to eat:		х
□ Students have 10 minutes of seated time (20 min)		

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✓ XStudents have 20 minutes of seated time	X
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.

$\checkmark$ $\square$ Meals are served in clean and pleasant settings.		х
□ Local and/or regional products are incorporated into the school meal programs.		
✓ □ Fresh fruits and vegetables are served <u>(4)</u> times per week.		х
□ Flavored milk is not served; District only offers low fat and fat free plain milk. (Chocolate)		
☐ 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		
$\checkmark$ $\Box$ Free, potable water is available to all students during the meal period.		x
□ 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.		x

#### DISTRICT POLICY: COMPETITIVE FOOD AND Year 1 Year 2 Year 3 **BEVERAGES (FOOD SOLD TO STUDENTS)** % of schools % of schools % of schools Competitive foods and beverages are those foods that are sold outside of and in competition with the in in in federally reimbursable meal programs. At a minimum, LEAs must ensure all foods and beverages sold on compliance compliance compliance 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. Foods and beverages sold outside the school meal programs will meet the USDA Smart Snacks in

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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 add	itional guidelines este	blished by the distr	ict:
All foods and beverages sold outside the school meal programs will meet the <u>USDA Smart Snacks</u> in <u>School</u> nutrition standards on the school campus (midnight to midnight).			

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Guideline:		
Guideline:		

DISTRICT POLICY: CELEBRATIONS AND REWARDS (FOOD SERVED TO STUDENTS) 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.	Year 1 % of schools in compliance	Year 2 % of schools in compliance	Year 3 % of schools in compliance
School Sponsored Events			1
✓ □ 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).			x
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			

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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.			x
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 t	o students:		
Guideline:			
Guideline:			

Guideline:		1	
L Ouldenne.	4		

<b>DISTRICT POLICY: FUNDRAISING</b> 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.	Year 1 % of schools in compliance	Year 2 % of schools in compliance	Year 3 % 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:			

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Guideline:	

<b>DISTRICT POLICY: FOOD AND BEVERAGE MARKETING</b> 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	Year 1 % of schools	Year 2 % of schools	Year 3 % of schools
policies that address marketing that occurs at events outside of school hours.	compliance	compliance	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, trach 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			
The district has established additional guidelines for all foods and beverages marketed to	students:		
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:		Â.	
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### **III. DISTRICT WELLNESS COMMITTEE**

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

COMMITTEE ROLE AND MEMBERSHIP	Year 1		Yea	ar 2	Yea	ar 3
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.	YES	NO	YES	NO	YES	NO

The district				
□ The District wellness Committee meets times per year.	~			

	Local Wellness F	olicy Activity an	d Assessm	ent Too
□ 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 follow	wing methods:			
Notices on district website				
Presentations to parents				
Sending information home via flyers				
Other:				
DWC <u>actively recruits</u> representation from:				
□ All school levels (elementary, middle, high)				
Parents/Caregivers				
Students				
Representative from School Nutrition Programs				
Physical education teacher				
Health education teacher				
School health professionals (nurses)				
□ Mental health and social services staff (counselors, psychologists, social workers)				
□ Administrators				
School board members				
□ Health professionals (dietitians, doctors, nurses)				

The general public							
DWC has representation from:							
□ All school levels (elementary, middle, high)							
□ Parents/Caregivers							
□ Students							
Representative from School Nutrition Programs							
Physical education teacher							
Health education teacher							
School health professionals (nurses)							
□ Mental health and social services staff (counselors, psychologists, social workers)							
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	Local We	Ilness F	olicy Act	ivity and	Assess	<u>nent Too</u>
School board members						
□ Health professionals (dietitians, doctors, nurses)						
The general public						
$\Box$ To the extent possible, representatives from each school in the district						
DWC includes representation from community partners (when feasible)						
□SNAP-Ed coordinator						
Dother:						
□ 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	Year 1	Year 2	Year 3

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The district microscience or more LEA and/or school official(s) who have the authority and responsibility sure 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.	ΈS	NO	YES	NO	YES	NO
<ul> <li>There is a person designated to convene the DWC and facilitate development of and updates to the wellness policy.</li> <li>Designee is</li> </ul>						
□ There is a district-level official designated to <i>ensure all schools' compliance</i> with the policy. □Designee is						
Each school has designated a wellness policy coordinator who will ensure compliance with the policy at the school level. Position/Title of the designees is						

## IV. IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND NOTIFICATION

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

	Yea	ar 1	Yea	ar 2	Yea	ır 3
Drice the wellness policy is written, the district will need to communicate to the goals and policies to all chools. Schools will then implement the policies and begin working toward the goals as appropriate. "he implementation of the policies should be consistent across all schools, but the actions that work oward meeting the goals may vary from school to school.		NO	YES	NO	YES	NO
<ul> <li>Schools conducted a school-level assessment prior to developing an implementation plan. The assessment used was:</li> <li>The Alliance for a Healthier Generation Healthy Schools Program;</li> <li>The School Health Index</li> <li>Action for Healthy Kids Game On program</li> <li>Other program:</li> </ul>						
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	Yea	ar 1	Yea	ar 2	Yea	ar 3
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.	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:						

VISIONS AND UPDATING THE POLICY are required to update or modify the wellness policy as appropriate.	Yea	Year 1			Year 3	
LEAs are required to update or modify the wellness policy as appropriate.	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.						

NOTIFIC ON OF WELLNESS POLICY, POLICY UPDATES	Yea	ar 1	Yea	ar 2	Year 3		
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.	YES	NO	YES	NO	YES	NO	
Availability of the LWP							
□ The public has access to the LWP at all times.							
The wellness policy is posted online. The URL is:							
Notification/Availability of Revisions and Updates to the LWP							
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:							
□ Notices on district website							
□ Newsletters							
□ Presentations to parents							
□ Sending information home							
Other							
Communications include culturally and linguistically appropriate language.							
Availability of the Triennial Assessment							

	Local Wellness Policy Activity and Assessment Tool
□ The district actively notifies households of the availability of the triennial progress report.	
□ The triennial assessments are available to the public. The URL is:	

RECORDKEEPING	Yea	ar 1	Yea	ar 2	Yea	ar 3
The district retains the following documents to demonstrate compliance with the wellness policy.	YES	NO	YES	NO	YES	NO
Documentation kept on file includes:			1			
UWritten 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



# School Version of the ADE Local Wellness Policy Activity & Assessment Tool

School Name: Vulture Peak	Ontecon	aploto the colu	imme for the	E THIS ASSI	hist action	r future
I. WELLNESS GOALS	Check plans	working on or otherwise t	this" if you akes steps	It school staff to try to meet ed" if your sch	meets abo this goal.	ut makes
		ear 1		ear 2		ear 3 👔
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.	working on this	successful ly completed	Dec. 14 working on this		1/2 working on this	Successful ly completed
Encourages participation in meal programs (School Breakfast, National School Lunch, Afterschool Care Snack, Fresh Fruit and Vegetable Program etc.).		1		1		
School meal program menus are posted on the district or school website.	(*************************************	1		Arres a	1.5	
Menus include nutrient content and ingredients.			- V			
Participation in meal programs is promoted to families:	V.		a second	V	./	
Farm to School Activities (best practice is to choose a minimum of 4 activities):					V	
Local and/or regional products are incorporated into the school meal program	1		.190		. /	2 SOURISING
Messages about agriculture and nutrition are reinforced throughout the learning environment.			- lon			
School hosts a school garden,	1.	x **(#301?	./.		V V	v
School hosts field trips to local farms.		1.00 D.	V			
School utilizes promotions or special events to highlight local/regional products	20 /	j j	- to A			No. 19
Smarter Lunchroom techniques are implemented in the cafeteria (best practice is to c school): Smarter Lunchroom Technique	hoosé a n	ninimum of	10 techni	ques to imp	lement a	t the
Smarter Lunchroom Technique		÷				

Smarter Lunchroom Technique	19 19	 	<b>3</b> 1	 3	3 6
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Smarter Lunchroom Technique			~		
Smarter Lunchroom Technique					

	Ye	ar 1	Ye	ear 2	Year 3		
<b>GOAL: NUTRITION EDUCATION</b> Nutrition education teaches behavior-focused skills and may be offered as part of a comprehensive, standards-based program to provide students with the knowledge and skills needed to safeguard health and make positive choices, or nutrition education can be offered as sequential individual lessons throughout the school year.	working on this	successful ly completed	working on this	successful ly completed	working on this	successful ly completed	
Nutrition education is taught in the following grades:	+ 34 j				· ·		
OK 01 02 03 04 05	1 Salad	4	1	1 10 4 5	Sec. 2	1 1 X	
B26,B27 208	1	1111112	18 S			N/	
	278.4	V	AC		·		
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.	V			$\checkmark$		$\checkmark$	
Health education teachers provide opportunities for students to practice or rehearse the skills taught through the health education curricula.	$\checkmark$			/			
Teachers and other staff receive training in nutrition education.	1	۲ و 	1	х	1		
Media literacy is taught with an emphasis on food and beverage marketing.	~				$\checkmark$		
Nutrition education is taught in collaboration with community partner. Community Partner Name	- /		- Line		~ /		
Nutrition education is included in health education lessons or physical education and the following topics are covered (best practice is to choose a minimum of 12 topics):         In Relationship between healthy eating and personal health and disease prevention       In Food safety	~			~			

<ul> <li>Food guidance from MyPlate</li> <li>Reading and using the FDA's nutrition fact labels</li> <li>Eating a variety of foods every day</li> <li>Balancing food intake and physical activity</li> <li>Eating more fruits and vegetables and whole grain-rich products</li> <li>Choosing foods that are low In fat, saturated fat, and cholesterol and do not contain trans fat.</li> <li>Choosing foods and beverages with little added sugar</li> <li>Eating more calcium rich foods</li> <li>Preparing healthy meals and snacks</li> <li>Risks of unhealthy weight control practices</li> <li>Accepting body size difference</li> </ul>	<ul> <li>Importance of eating breakfast</li> <li>Making healthy choices when eating at restaurants</li> <li>Eating disorders</li> <li>The Dietary Guidelines for Americans</li> <li>Reducing sodium intake</li> <li>Social influences on healthy eating, including nredia, family, press and peers</li> <li>How to find valid information or services related to nutrition and dietary behavior</li> <li>How to develop a plan and track progress toward achieving a personal goal to eat healthfully</li> <li>Resisting peer pressure related to unhealthy dietary behavior</li> <li>Influencing, supporting, or advocating for others' healthy dietary behavior</li> </ul>			14		
Lessons link with school meal programs, cafeter to School, and other nutrition related commun	a nutrition promotion activities, school gardens/Farm . ity activities		ine) Pallitik auto	Verse	*	4
Nutrition education includes experiential	, hands on learning experiences:		NEED			
Cooking demonstrations						
Taste testing	···	19 C. 1			N 737	
Promotion of new school menu items	· · · · · · · · · · · · · · · · · · ·				 	
School gardens						
Farm tours			- <b>N</b> 10 - 10		 -	

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GOAL: PHYSICAL ACTIVITY	Ye	ear 1	Ye	ear 2	Ye	ear 3 🦯
Regular physical activity in childhood and adolescence is important for physical and socioemotional health. Incorporating regular physical activity in your school(s) is an important contributor to student wellness.	working on this	successfully completed	working on this	successfully completed	working on this	successfully completed
Physical Activity Physical activity of any kind is available for at least 20 minutes per day for all students.						
Physical activity during the day (including but not limited to recess, classroom physical activity breaks, or physical education) is not used or withheld as punishment for any reason.		V		/	<u></u>	$\overline{\checkmark}$

	Students are moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.	Physical education program promotes student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment).	Students receive formal, age-appropriate physical education, consistent with national and state standards for physical education.	Secondary students (grades 6-12) are (choose one):	150 or more minutes per week     Other:	45 minutes per week     60-89 minutes per week	Physical Education In Arizona, LEAs are recommended to review the <u>Arizona PE Standards</u> . Arizona does not have PE requirement, but the nat week at the elementary level and 225 minutes per week at the secondary level (middle school and high school level) Elementary students (grades K-5) in each grade receive physical education for at least (choose one);	Students have opportunities to participate in physical activity after school 1	Students have opportunities to participate in physical activity before school.	School ensures that inventories of physical activity supplies and equipment are known and, when necessary, work with community partners to ensure enough equipment is available to encourage the physical activity for as many students as possible.	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.	To the extent practicable, schools ensure that their grounds and facilities are safe and that equipment? Is available to all students to be active.	A comprehensive school physical activity program (CSPAP) is used to coordinate physical activity before, during and after school.	The district provides teachers and other school staff with a list of ideas for alternative ways to
		<u> </u>		w		-	tional recomm			K		<u>ب</u>	$\leq$	~
	<	5	<				the national recommendation for PE minutes is 150 per	2	5		5	<		5
				কটা			minutes is			<	T.			<
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Physical education classes are taught by licensed teachers who are certified or endorsed physical education.	I to teach		$\checkmark$		V		4
Waivers, exemptions, or substitutions for physical education classes are not granted.		1					
Physical education may not be substituted for any other class (e.g., dance, marching ban etc.)	id, ROTC		$\checkmark$	V V		-	*
Recess			And South				
Elementary schools provide at least 20 minutes of recess on all days during the school ye	ear	12.04 1.4					
If recess is offered before lunch, proper hand washing measures are in place.			-			1 ler	
Recess is offered outdoors when weather is feasible.	1				1		1997
Recess is a compliment to not a substitute for physical education class.					V		- the
Recess monitors encourage students to be active.			2.24	V	·* :		Variation
Recess monitors serve as role models by being physically active along with students.		-		×/		V	
Classroom Physical Activity Breaks and Active Academics	-						
Students are offered periodic opportunities to be physically active or to stretch in the clas throughout the day on all or most days during a typical school week.	sroom		1	1		K	C. W. State
Teachers provide short (3-5 minute) physical activity breaks to students during and betwee classroom time at least 3 days per week.	en	1		V		V	
Teachers receive resources, tools, and technology with ideas for classroom physical acti	vity breaks. S	1			1	1300	V
Teachers incorporate movement and kinesthetic learning approaches into "core" subject when possible to reduce sedentary behavior during the day.	instruction	$\checkmark$	<u> </u>		V	V	
Teachers serve as role models by being physically active alongside students whenever p	oossible.	- V	ALL AN		V		. Urra
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 educat	tion course.	1	34 ,4%				-
At least 12 of the following essential topics on physical activity are in the health education	n curriculum:			8			
The physical, physiological, or social benefits of physical activity	hysical						
How physical activity can contribute to a healthy weight avoiding heat stroke, hyperature is the stroke weight avoid in the stroke weight avoid w	othermia, and						
How physical activity can contribute to the sunburn while being physical academic learning process							
How an inactive lifestyle contributes to including determining freq intensity, time and type of	uency,						
Health-related fitness, including	ed physical						V
endurance, muscular strength, flexibility, and activity and fitness plan							
body composition	d reaching						

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<ul> <li>goals in an individualized physical activity plan</li> <li>Dangers of using performance-enhancing drugs such as steroids</li> <li>Social influences on physical activity including media, family, peers, and culture</li> <li>How to find valid information or services related to physical activity and fitness</li> <li>Overcoming barriers to physical activity</li> </ul>							
discourages physical activity							
minimum of 6)							
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chool Week are promoted.		V		<u>v</u>			-
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sent on school grounds.			1	<u> </u>			-
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n school is documented.							+
roads, pathways, bike racks) are distributed.						V	-
staff, parents via newsletters, websites, and						V	-
	activity plan Dangers of using performance- enhancing drugs such as sterolds 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 minimum of 6) chool Week are promoted.	activity plan  Dangers of using performance- enhancing drugs such as sterolds  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 minimum of 6)  chool Week are promoted.  sent on school grounds.  ients.  n school is documented.  foads, pathways, bike racks) are distributed.	activity plan Dangers of using performance- enhancing drugs such as sterolds 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 minimum of 6) chool Week are promoted.	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 minimum of 6)  chool Week are promoted.	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 Social activity How to resist peer pressure that discourages physical activity minimum of 6) chool Week are promoted.	activity plan Dangers of using performance- enhancing drugs such as sterolds 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 minimum of 6) chool Week are promoted.	activity plan Dangers of using performance- enhancing drugs such as sterolds 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 minimum of 6) chool Week are promoted. Sent on school grounds. Ients.

Sec. 16.2

	Year 1		Ye	ear 2	Ye	ear 3
GOAL: OTHER ACTIVITIES THAT PROMOTE STUDENT WELLNESS	working on this	successful ly completed	working on this	successful ly completed	working on this	successful ly completed
School Sponsored Events		TILI				-
School-sponsored events incorporate wellness components including physical activity and healthy eating opportunities.			1	Mar Financia A		
Relationships with Community Partnerships						a a ve
Hospitals	N/	HS INCLOSED FOR THE REAL PROPERTY OF	V		V	CONTRACTOR OF THE
Universities/colleges	V		V			

Local businesses		-	1		
SNAP-Ed (AZ Health Zone) Providers	`		2		>
Community Health Promotion and Family Engagement	X			100 100 100 100 100 100 100 100 100 100	
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).	7			>	
Families are informed and invited to participate in school sponsored activities and receive information	2			>	*
Electronic and non-electronic mechanisms are used to ensure that all families are notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.	2				
Staff Wellness and Health Promotion					
The school participates in a staff wellness committee that focuses on staff wellness issues identifies of and disseminates wellness resources and performs other functions that support staff wellness in the coordination with human resources staff. Subcommittee leader's name, and the focus of					7
School implements the strategies listed below to support staff in actively promoting and modeling healthy eating and physical activity behaviors.		-			
Strategy to Weltness tros on monthly NEWSIE Arch			2		\
					>
					15
No.	North State	19.72	7		7
school has a healthy meeting policy for all events with available food options to optimize healthy food options.			>		7
Professional Learning		1000			見たるに、ため
The school offers or promotes 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					
The school has a health professional on site for at least half the school day.			/~		
The school hosts health faits.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		>	1	2
Other:	1	*		_	
Others	「「「「「「「」」」」	775 a 511			121 - 2
Other:					
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# School Version of the ADE Local Wellness Policy Activity & Assessment Tool

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and the second s	authorization of			A	
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					Faint (5 School Activities (real practice is to choose a minimum of 4 activities).
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	<b>\</b> <i>j</i>			~	Encourages participation in meal programs (School Breaktast, National School Lunch, Aflairachool Care Snack, Frank and Vegalable Program atc.).
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		Yea	ar 1	Ye	ar 2	Ye	ar 3
GOAL: NUTRITION EDUCATION Nutrition education teaches behavior-focused sidils and may be offered as pert of standards-based program to provide students with the knowledge and sidils need health and make positive choices, or nutrition education can be offered as sequen lessons throughout the school year.	a comprehensive, o d to safeguard	orking on this	successful ly completed	working on this	' successful ly completed	working on this	successful ly completed
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Elementary Schoole: Nutrition education is offered as part of sequential, compreh- based health education curriculum.	insive standards-						
Nymoch squaments thight through other subjects like math, science, languing a and electives.	na andal sciences						
Health education teachers provide opportunities for students to practice or rehear through the health education curricula.							
Teachers and other sould need to training the nutling of needs of							-
Media literacy is brught with an emphasis on food and beverage marketing.						2	
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Nutrition education is included in health education lessons or physical education a topics are covered (best practice is to choose a minimum of 12 topics):	nd the following						
C Relationship between healthy eating and C Food safety						ę.	
personal health and disease prevention	ltion						

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<ul> <li>A Food guidance from MyPiata</li> <li>Reading and using the FDA's nutrition fact labels</li> <li>Eating a variaty of foods every day</li> <li>Balancing food intake and physical activity</li> <li>Eating more fruits and vegetables and whole grain-rich products</li> <li>Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat</li> <li>Choosing foods and bevarages with little edded sugar</li> <li>Eating more calcium rich foods</li> <li>Preparing healthy meals and snacks</li> <li>Risks of unhealthy weight control practices</li> </ul>	<ul> <li>Importance of eating breakfast</li> <li>Making healthy choices when eating at restaurants</li> <li>Eating dieordens</li> <li>The Dietary Guidefines for Americans</li> <li>Reducing eadium intake</li> <li>Social influences on healthy eating, including media, family, press and peers</li> <li>How to find valid information or services related to nutrificen and dietary behavior</li> <li>How to develop a plan and track progress toward achieving a personal goal to eat healthfully</li> <li>Resisting peer pressure related to unhealthy dietary behavior</li> <li>Influencing, supporting, or advocating for others' healthy dietary behavior</li> </ul>			
Z Accepting body size difference Descents link with school mast programs, called to School, and other number whited optimum	a polition promotion activities, activities activities and activities	15-14 C	 	
Nutrition actucation includes experientia				
Cooking demonstrations			 	
Teen wing	- · · · · · · · · · · · · · · · · · · ·		 £	
Promotion of new school menu items			 	
Schoolgantina			 	15
Farm tours		1		

	Ye	ear 1	Ye	ear 2	Ye	ear 3
GOAL: PHYSICAL ACTIVITY Regular physical activity in childhood and adolescence is important for physical and socioemotional health. Incorporating regular physical activity in your school(s) is an important contributor to student wallness.	working on this	successfully completed	worlding on this	successfully completed	working on this	successfully completed
Physical Activity						
Provider activity of any kind is available for at least W minutes per day for all students.	V	Wostin	Party ?	Most	的物理性的	信号的行为
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.	1	11	1	Mist		

9 5 11 12 14 14 14 14 14 14 14 14 14 14 14 14 14	t 12 of the following essential topics on physical, and The physical, physiological, or social benefits of physical activity can contribute to a How physical activity can contribute to a escientic learning process cardiovascular activity can contribute to the chronic disease cardiovascular activity can contribute to the ditrees, including cardiovascular arengin, flexibility, and body composition cardiovascular arengin, flexibility, and cardiovascular arengin, flexibility, arendiovascular arendiovascular arendiovascular arendiovascular arendiovascular arendiovascul	<ul> <li>Mytry site in the means ecucanon currenance</li> <li>Preventing injury during physical activity</li> <li>Preventing heat stroke, hypothermia, and southorn while being physical activity is enough, including determining traduency, interaction determining traduency, interaction determining traduency, interactivity and fibress pian activity and fibress pian activity and fibress pian</li> <li>Monitoring progress toward reaching activity</li> </ul>						
	piersyn of pennina ein manprai jourse filly pie	and the second	e		9,			t inter e
) difiseH	educetion is required in all elementary grades.							
hayah	notheouted diffeeth in eolgoT vivited lee							
	status AmonArd Donat Ag papitus and me easin as	redificite endeuts wooverst bosspie	1	原調整開始	1	的利用中的	the start field	
When po	gnimeel olientsenbl bus memeroven etsrogrooni su b erb gnimb volvaried ynsmenes eouten of eldiseo	appresches into "core" subject instruction sporesches into "core" subject instruction	1		/			
		shing of comprom physical activity bundles	STATES Y		/		à	
normaleth	are provide short (3-5 minute) physical activity brea om time at least 3 days per week.		1		/			
	lissiaying ed of sellinuroggo pibored berefis ens a Berapigy is grinub eyeb isom to lis no yeb etib uo		Strain Parties	danisa as	and saved	ale main main and	or a state	
	ovitoA braccinard vitutoA holevitA moo							
Recess	(lisoleyng goled yd slebom eior as ewes molinom	variation along with students.				1		S
COCOS	· mediare encourage students to be active.			16			C.	
Receas	be a compliment to not a sublative for physical ad	breation class.						
Recess	eldistrat at terbsom nervedende benefet st	t the			ġ	~	1	
	e is offered before (unch, proper hand washing me			-		V	XI	
UO(HO)	and solitals provide its light 20 million of reason	I	- and the state	an and and ind			SCOLUMENTS	
<b>(,318</b> අංගයේ	33			-				
	instanties in a substitution in the private so the private in the second s		1	2		May & Hur	1 mg	1
bjiAejcei	l education. Le education.		/		/	ovit srhit	101	

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Differences between physical activity, exercise and fitness	goals in an individualized physical activity plan				
Phases of an exercise session including warm up, workout, and cool down	<ul> <li>Dangers of using performance- enhancing drugs such as steroids</li> </ul>				
Decreasing sedentary activities such as TV watching	Social influences on physical activity including media, family, peers, and				
How to influence, support, or advocate for	culture  How to find valid information or				
others to engage in physical activity Opportunities for physical activity in the	services related to physical activity and fitness	i l			
community	Overcoming berriers to physical activity	,			
	How to resist peer pressure that discourages physical activity				
Active Transport (best practice is to choose a					
Sale of preferred former to school are designated.	27.74.	· · · · · · · · · · · · · · · · · · ·			
Activities such as participation in international Walk to	School Week are promoted.				
Grosswalks on shocks leading to school are used.	. 7	47	1.17		<u> </u>
Secure storage facilities for bicycles and heimet are pr			1		
instruction on walking/bloyding safety is provided to ab	udenite,		×	- المرسينية - ال	· · · · · · · · · · · · · · · · · · ·
Crossing guards are used.			1		
Wélking school busies are coordinated:	¥	14			<u>.</u>
The number of children walking and/or bilding to and fr	om school is documented.		<u> </u>	·	
Maps of the school endroantant (aldewalks, crosswalk	e, made, pathways ( tike hacks) are distributed		12 H H		
Safe routes to school program is promoted to students local newspaper.			ļ	1/1/	
				Atslettet	and a substantia of the substantia in

		Ye	ar 1	Ye	ear 2	Υe	ear 3
GOAL: OTHER A	CTIVITIES THAT PROMOTE STUDENT	working on this	successful ly completed	working. an this	euccessful ly completed	working on this	successful ly completed
School Sponsored Eve	ints						
School-sponsored events in eating opportunities.	corporate wellness components including physical activity and healthy				working successful working succe on this ly on this ly		
Relationships with Con	nmunity Partnerships						
<sup>2</sup> Hospitals	• • • • • • • • • • • • • • • • • • •	1.2 J. + 1 1		initiation			
Universities/colleges							

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Lioical busilisesees	**				र. इ.	
SNAP-Ed (AZ Heatth Zone) Providers						-1
Community Health Premotion and Family Engagement						alitica
The banefits of and approaches to healthy eating and physical activity are promoted to parentatoaregivers, families, and the general community firroughout the echool year (e.g., the school provides information about rubition and physical activity to parents throughout the year).	, ,					m/
Framilies and informed and invited to participate in school approxistred and receive the invites and, receive information about the state in a school and the second school and	2		<u> </u> .		234 	
Electronic and non-electronic mechanisms are used to ensure that all families are notified of opportunities to participate in echool-sponsored activities and receive information about health promotion efforts.			1		8	
Staft Weltnesss and He alth Promotion Protection perturbation free registricity and committee that have a cheart without house then the Address minimum contraction of the same perturbation of the frame of the point and register and address with the main reaction of the same perturbation of the point of the point and register and		- Arte States	1			-
School Implements the strategies listed below to support staff in actively promoting and modeling heating and physical activity behaviore.			÷		-2-	
and the former of the former o		7	7	>		
altered as a second as a s						
20 - 40 - 10 (CC)1						
The action promotes staff maribler participation is the fills (here) by programmer (1). School has a healthy meeting policy for eal events with available food options to optimize healthy food antimer		-				
Professional Learning						
The school offers or promotes annual professional learning opportunities and resources for staff to Increase innoviedge and skills about promoting healthy behaviors in the classroom and schools.			Ken hin II .		N ANSICA PO	Dirote
Other Activities to Promote Welmess				Salar and	讔	.0. 1
The school has a health professional on alth for at least half the school day.						
Line and the second		4			<u> </u>	
Other						
	15 m				ı	
Other:						

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# School Version of the ADE Local Wellness Policy Activity & Assessment Tool

School Name: Festival Foothills I. WELLNESS GOALS	years. ✓ Check plans,	working on or otherwise t	umns for the <b>this"</b> if you akes steps	ur school staff to try to meet	but save fo meets abo this goal.	ut, makes
	Ye	ear 1	Ye	ear 2	Ye	ear 3
GOAL: NUTRITION PROMOTION		successful	and in case of the second second	successful		successful
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.	working on this	ly completed	working on this	ly completed	working on this	ly completed
Encourages participation in meal programs (School Breakfast, National School Lunch, Afterschool Care Snack, Fresh Fruit and Vegetable Program etc.).			. Jer			
School meal program menus are posted on the district or school website.			1			
Menus include nutrient content and ingredients.			$\checkmark$			
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.			$\checkmark$			
Messages about agriculture and nutrition are reinforced throughout the learning environment.			V			
School hosts a school garden.						
School hosts field trips to local farms.			V			
School utilizes promotions or special events to highlight local/regional products.						
<u>Smarter Lunchroom</u> techniques are implemented in the cafeteria (best practice is to cl school):	hoose a n	ninimum of	10 techni	iques to imp	olement a	t the
Smarter Lunchroom Technique						
Smarter Lunchroom Technique						

Smarter Lunchroom Technique				
Smarter Lunchroom Technique				
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Smarter Lunchroom Technique				
Smarter Lunchroom Technique				
Smarter Lunchroom Technique		2		

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	Ye	ar 1	Ye	ear 2	Ye	ar 3
<b>GOAL: NUTRITION EDUCATION</b> Nutrition education teaches behavior-focused skills and may be offered as part of a comprehensive, standards-based program to provide students with the knowledge and skills needed to safeguard health and make positive choices, or nutrition education can be offered as sequential individual lessons throughout the school year.	working on this	successful ly completed	working on this	successful ly completed	working on this	successful ly completed
Nutrition education is taught in the following grades:						
DK D1 D2 D3 D4 D5						
Elementary Schools: Nutrition education is offered as part of sequential, comprehensive standards- based health education curriculum.			1 contraction			
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.			V			
Media literacy is taught with an emphasis on food and beverage marketing.			- Comment			
Nutrition education is taught in collaboration with community partner: Community Partner Name						
Nutrition education is included in health education lessons or physical education and the following topics are covered (best practice is to choose a minimum of 12 topics):			1			
□ Relationship between healthy eating and personal health and disease prevention □ Importance of water consumption			V			

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Food guidance from MyPlate	Importance of eating breakfast
Reading and using the FDA's nutrition fact labels	Making healthy choices when eating at restaurants
	Eating disorders
Eating a variety of foods every day	The Dietary Guidelines for Americans
Balancing food intake and physical activity	Reducing sodium intake
Eating more fruits and vegetables and whole grain-rich products	Social influences on healthy eating, including media, family, press and peers
Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat	How to find valid information or services related to nutrition and dietary behavior
Choosing foods and beverages with little added sugar	How to develop a plan and track progress toward     achieving a personal goal to eat healthfully
Eating more calcium rich foods	Resisting peer pressure related to unhealthy     dietary behavior
Preparing healthy meals and snacks	□ Influencing, supporting, or advocating for others'
Risks of unhealthy weight control practices	healthy dietary behavior
Accepting body size difference	
Lessons link with school meal programs, cafeteri to School, and other nutrition related commun	a nutrition promotion activities, school gardens/Farm nity activities.
Nutrition education includes experiential	l, hands on learning experiences:
Cooking demonstrations	
Taste testing	
Promotion of new school menu items	
School gardens	
Farm tours	
alle	

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alth. Incorporating regular physical activity in your school(s) is an important contributor to studer ellness. hysical Activity nysical activity of any kind is available for at least minutes per day for all students. hysical activity during the day (including but not limited to recess, classroom physical activity brea	Ye	ear 1	Ye	Year 2		ear 3
<b>GOAL: PHYSICAL ACTIVITY</b> Regular physical activity in childhood and adolescence is important for physical and socioemotional health. Incorporating regular physical activity in your school(s) is an important contributor to student wellness.	working on this	successfully completed	working on this	successfully completed	working on this	successfully completed
Physical Activity						
Physical activity of any kind is available for at least minutes per day for all students.						
Physical activity during the day (including but not limited to recess, classroom physical activity breaks, or physical education) is not used or withheld as punishment for any reason.			$\sim$			

The district provides teachers and other school staff with a list of ideas for alternative ways to discipline students.				
A comprehensive school physical activity program (CSPAP) is used to coordinate physical activity before, during and after school.				
To the extent practicable, schools ensure that their grounds and facilities are safe and that equipment is available to all students to be active.		~		
Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces are open to students, their families, and the community outside of school hours.				
School ensures that inventories of physical activity supplies and equipment are known and, when necessary, work with community partners to ensure enough equipment is available to encourage physical activity for as many students as possible.		V	-	
Before and After School Activities				
Students have opportunities to participate in physical activity before school.		$\checkmark$		
Students have opportunities to participate in physical activity after school.				
<ul> <li>week at the elementary level and 225 minutes per week at the secondary level (middle school and high school level (middle school and high school level)</li> <li>Elementary students (grades K-5) in each grade receive physical education for at least (choose one):</li> <li>45 minutes per week</li> <li>60-89 minutes per week</li> <li>90-149 minutes per week</li> <li>150 or more minutes per week</li> </ul>	(5)).			0.15323
Other:		$\checkmark$		
Secondary students (grades 6-12) are (choose one):   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  Other:				
Students receive formal, age-appropriate physical education, consistent with national and state standards for physical education.				
Physical education program promotes student physical fitness through individualized fitness and				
activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment).		1		
activity assessments (via <u>the Presidential Youth Fitness Program</u> or other appropriate assessment). Students are moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.		$\checkmark$		

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Physical education classes are taught by licensed teach physical education.	ers who are certified or endorsed to teach				
Waivers, exemptions, or substitutions for physical education	tion classes are not granted.	 		~	
Physical education may not be substituted for any other etc.)				V	
Recess					
Elementary schools provide at least 20 minutes of recess	s on all days during the school year.				
If recess is offered before lunch, proper hand washing m	neasures are in place.			$\checkmark$	
Recess is offered outdoors when weather is feasible.					
Recess is a compliment to not a substitute for physical $\epsilon$	ducation class.				
Recess monitors encourage students to be active.				$\checkmark$	
Recess monitors serve as role models by being physical	lly active along with students.				
Classroom Physical Activity Breaks and Active	e Academics			No.	
Students are offered periodic opportunities to be physical throughout the day on all or most days during a typical s	chool week.		$\checkmark$		
Teachers provide short (3-5 minute) physical activity bre classroom time at least 3 days per week.	aks to students during and between		$\checkmark$		
Teachers receive resources, tools, and technology with	deas for classroom physical activity breaks.		$\checkmark$		
Teachers incorporate movement and kinesthetic learning when possible to reduce sedentary behavior during the o					
Teachers serve as role models by being physically active	e alongside students whenever possible.				
Physical Activity Topics in Health Education			in in the second se Second second		
Health education is required in all elementary grades.					
Middle and high school students are required to take and	d pass at least one health education course.				
At least 12 of the following essential topics on physical a					
The physical, physiological, or social benefits of physical activity	Preventing injury during physical activity				
How physical activity can contribute to a healthy weight	Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active				
<ul> <li>How physical activity can contribute to the academic learning process</li> <li>How on inactive lifest its contributes to</li> </ul>	<ul> <li>How much physical activity is enough, including determining frequency,</li> </ul>				
How an inactive lifestyle contributes to chronic disease	intensity, time and type of physical activity				
Health-related fitness, including cardiovascular endurance, muscular endurance, muscular strength, flexibility, and	Developing an individualized physical activity and fitness plan				
body composition	Monitoring progress toward reaching				

<ul> <li>Differences between physical activity, exercise and fitness</li> </ul>	goals in an individualized physical activity plan			
Phases of an exercise session including warm up, workout, and cool down	<ul> <li>Dangers of using performance- enhancing drugs such as steroids</li> </ul>			
Decreasing sedentary activities such as TV watching	<ul> <li>Social influences on physical activity including media, family, peers, and culture</li> </ul>			
<ul> <li>How to influence, support, or advocate for others to engage in physical activity</li> <li>Opportunities for physical activity in the</li> </ul>	<ul> <li>How to find valid information or services related to physical activity and fitness</li> </ul>			
community	Overcoming barriers to physical activity			
	How to resist peer pressure that discourages physical activity			
Active Transport (best practice is to choose a	n 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 pro-	esent on school grounds.			
Instruction on walking/bicycling safety is provided to stu	idents.			
Crossing guards are used.				
Walking school buses are coordinated.				
The number of children walking and/or biking to and fro	om school is documented.		/	
Maps of the school environment (sidewalks, crosswalk	s, roads, pathways, bike racks) are distributed.			
Safe routes to school program is promoted to students local newspaper.	staff, parents via newsletters, websites, and		/	

WELLNESS School Sponsored Events School-sponsored events incorporate wellness components including physical activity and healthy eating opportunities. Relationships with Community Partnerships Hospitals	Ye	ar 1	Ye	ear 2	Ye	ear 3
GOAL: OTHER ACTIVITIES THAT PROMOTE STUDENT WELLNESS	working on this	successful ly completed	working on this	successful ly completed	working on this	successful ly completed
School Sponsored Events				Carlo M		
School-sponsored events incorporate wellness components including physical activity and healthy eating opportunities.						
Relationships with Community Partnerships						الروالوي الدر ال
Hospitals	1					
Universities/colleges			$\vee$			

Local businesses			
SNAP-Ed (AZ Health Zone) Providers	$\checkmark$		ſ
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).	1		
Families are informed and invited to participate in school-sponsored activities and receive information about health promotion efforts.	1		
Electronic and non-electronic mechanisms are used to ensure that all families are notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.		$\checkmark$	
Staff Wellness and Health Promotion			
The school participates in a staff wellness committee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. Subcommittee leader's name: $\Box_{15a}$ Sm; th			
School implements the strategies listed below to support staff in actively promoting and modeling healthy eating and physical activity behaviors.			
Strategy 1:			ŀ
Strategy 2:			
Strategy 3:			
Strategy 4:			
The school promotes staff member participation in health promotion programs.			
School has a healthy meeting policy for all events with available food options to optimize healthy food options.			
Professional Learning			
The school offers or promotes 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			
The school has a health professional on site for at least half the school day.			
The school hosts health fairs.			
Other:			
Other:			
Other:			-

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