

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

School Name: Maryvale Preparatory

HOW TO COMPLETE THIS ASSESSMENT

- Only complete the columns for the *current* year, but save for future years.
- ✓ Check “**working on this**” if your school staff meets about, makes plans, or otherwise takes steps to try to meet this goal.
 - ✓ Check “**successfully completed**” if your school fully implements this goal.

I. WELLNESS GOALS

| 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 | |
|---|-----------------|------------------------|-----------------|------------------------|-----------------|------------------------|
| | working on this | successfully completed | working on this | successfully completed | working on this | successfully completed |
| Encourages participation in meal programs (School Breakfast, National School Lunch, Afterschool Care Snack, Fresh Fruit and Vegetable Program etc.). | | X | | | | |
| School meal program menus are posted on the district or school website. | X | | | | | |
| Menus include nutrient content and ingredients. | | X | | | | |
| Participation in meal programs is promoted to families. | | X | | | | |
| <i>Farm to School Activities (best practice is to choose a minimum of 4 activities):</i> | | | | | | |
| Local and/or regional products are incorporated into the school meal program. | X | | | | | |
| Messages about agriculture and nutrition are reinforced throughout the learning environment. | X | | | | | |
| School hosts a school garden. | X | | | | | |
| School hosts field trips to local farms. | | X | | | | |
| School utilizes promotions or special events to highlight local/regional products. | X | | | | | |
| <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> | | | | | | |
| Cafeteria staff politely prompt students who do not have a full reimbursable meal to select a fruit or vegetable. | | X | | | | |
| Two veggie or fruit options on any given day | | X | | | | |
| White milk is displayed in front of other milks | X | | | | | |
| Cafeteria staff smile and greet students upon entering the service line and throughout meal service. | | X | | | | |
| Cleaning supplies or broken/unused equipment are not visible during meal service. | | X | | | | |
| All lights in the dining and meal service areas work and are turned on. | | X | | | | |
| Trash cans are emptied when full. | | X | | | | |
| A monthly menu is provided to students, families, teachers, and administrators | | X | | | | |
| White milk is organized and represents at least 1/3 of all milk in each designated milk cooler. | | X | | | | |
| White milk is offered in all beverage coolers. | | X | | | | |

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| GOAL: NUTRITION EDUCATION <i>Nutrition education teaches behavior-focused skills and may be offered as part of a comprehensive, standards-based program 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.</i> | Year 1 | | Year 2 | | Year 3 | | |
|--|---|--|-----------------|------------------------|-----------------|------------------------|--|
| | working on this | successfully completed | working on this | successfully completed | working on this | successfully completed | |
| Nutrition education is taught in the following grades: | | | | | | | |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 | | X | | | | | |
| <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 | | X | | | | | |
| <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 | X | | | | | | |
| Elementary Schools: Nutrition education is offered as part of sequential, comprehensive standards-based health education curriculum. | X | | | | | | |
| Nutrition education is taught through other subjects like math, science, language arts, social sciences and electives. | | X | | | | | |
| Health education teachers provide opportunities for students to practice or rehearse the skills taught through the health education curricula. | | X | | | | | |
| Teachers and other staff receive training in nutrition education. | X | | | | | | |
| Media literacy is taught with an emphasis on food and beverage marketing. | | | | | | | |
| Nutrition education is taught in collaboration with community partner: <i>Community Partner Name</i> | X | | | | | | |
| 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>): <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Relationship between healthy eating and personal health and disease prevention <input type="checkbox"/> Food guidance from MyPlate <input type="checkbox"/> Reading and using the FDA's nutrition fact labels <input 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 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 checked="" type="checkbox"/> Eating more calcium rich foods <input type="checkbox"/> Preparing healthy meals and snacks <input checked="" type="checkbox"/> Risks of unhealthy weight control practices </td> <td style="width: 50%; vertical-align: top;"> <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 type="checkbox"/> The Dietary Guidelines for Americans <input type="checkbox"/> Reducing sodium intake <input type="checkbox"/> Social influences on healthy eating, including media, family, press and peers <input type="checkbox"/> How to find valid information or services related to nutrition and dietary behavior <input type="checkbox"/> How to develop a plan and track progress toward achieving a personal goal to eat healthfully <input type="checkbox"/> Resisting peer pressure related to unhealthy dietary behavior </td> </tr> </table> | <input checked="" type="checkbox"/> Relationship between healthy eating and personal health and disease prevention <input type="checkbox"/> Food guidance from MyPlate <input type="checkbox"/> Reading and using the FDA's nutrition fact labels <input 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 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 checked="" type="checkbox"/> Eating more calcium rich foods <input type="checkbox"/> Preparing healthy meals and snacks <input checked="" type="checkbox"/> Risks of unhealthy weight control practices | <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 type="checkbox"/> The Dietary Guidelines for Americans <input type="checkbox"/> Reducing sodium intake <input type="checkbox"/> Social influences on healthy eating, including media, family, press and peers <input type="checkbox"/> How to find valid information or services related to nutrition and dietary behavior <input type="checkbox"/> How to develop a plan and track progress toward achieving a personal goal to eat healthfully <input type="checkbox"/> Resisting peer pressure related to unhealthy dietary behavior | X | | | | |
| <input checked="" type="checkbox"/> Relationship between healthy eating and personal health and disease prevention <input type="checkbox"/> Food guidance from MyPlate <input type="checkbox"/> Reading and using the FDA's nutrition fact labels <input 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 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 checked="" type="checkbox"/> Eating more calcium rich foods <input type="checkbox"/> Preparing healthy meals and snacks <input checked="" type="checkbox"/> Risks of unhealthy weight control practices | <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 type="checkbox"/> The Dietary Guidelines for Americans <input type="checkbox"/> Reducing sodium intake <input type="checkbox"/> Social influences on healthy eating, including media, family, press and peers <input type="checkbox"/> How to find valid information or services related to nutrition and dietary behavior <input type="checkbox"/> How to develop a plan and track progress toward achieving a personal goal to eat healthfully <input type="checkbox"/> Resisting peer pressure related to unhealthy dietary behavior | | | | | | |

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|--|--|--|--|--|--|--|--|
| <input type="checkbox"/> Accepting body size difference | <input type="checkbox"/> Influencing, supporting, or advocating for others' healthy dietary behavior | | | | | | |
| Lessons link with school meal programs, cafeteria nutrition promotion activities, school gardens/Farm to School, and other nutrition related community activities. | | | | | | | |
| <i>Nutrition education includes experiential, hands on learning experiences:</i> | | | | | | | |
| Cooking demonstrations | | | | | | | |
| Taste testing | | | | | | | |
| Promotion of new school menu items | | | | | | | |
| School gardens | X | | | | | | |
| Farm tours | X | | | | | | |

| GOAL: PHYSICAL ACTIVITY | Year 1 | | Year 2 | | Year 3 | |
|---|-----------------|------------------------|-----------------|------------------------|-----------------|------------------------|
| | working on this | successfully completed | working on this | successfully completed | working on this | successfully completed |
| <i>Physical Activity</i> | | | | | | |
| <i>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.</i> | | X | | | | |
| Physical activity of any kind is available for at least 120 minutes per day for all students. | | 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. | X | | | | | |
| The district provides teachers and other school staff with a list of ideas for alternative ways to discipline students. | X | | | | | |
| A comprehensive school physical activity program (CSPAP) is used to coordinate physical activity before, during and after school. | X | | | | | |
| To the extent practicable, schools ensure that their grounds and facilities are safe and that equipment is available to all students to be active. | | 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. | | | | | | |
| School ensures 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. | | X | | | | |
| <i>Before and After School Activities</i> | | | | | | |
| Students have opportunities to participate in physical activity before school. | | X | | | | |
| Students have opportunities to participate in physical activity after school. | | X | | | | |
| <i>Physical Education</i> | | | | | | |

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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).

| | | | | | | |
|---|---|---|--|--|--|--|
| Elementary students (grades K-5) in each grade receive physical education for at least (<i>choose one</i>): <input type="checkbox"/> 45 minutes per week <input type="checkbox"/> 60-89 minutes per week <input checked="" type="checkbox"/> 90-149 minutes per week <input type="checkbox"/> 150 or more minutes per week <input type="checkbox"/> <i>Other</i> : | | X | | | | |
| 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> : | | X | | | | |
| Students receive formal, age-appropriate physical education, consistent with national and state standards for physical education. | | X | | | | |
| Physical education program promotes student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment). | | X | | | | |
| Students are moderately to vigorously active for at least 50% of class time during most or all physical education class sessions. | | X | | | | |
| Physical education teachers participate in professional development at least once per year. | 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. | X | | | | | |
| Physical education may not be substituted for any other class (i.e. dance, marching band, ROTC etc.) | | X | | | | |
| <i>Recess</i> | | | | | | |
| Elementary schools provide at least 20 minutes of recess on all days during the school year. | | X | | | | |
| If recess is offered before lunch, proper hand washing measures are in place. | | | | | | |
| Recess is offered outdoors when weather is feasible. | | X | | | | |
| Recess is a compliment to not a substitute for physical education class. | | X | | | | |
| Recess monitors encourage students to be active. | | X | | | | |
| Recess monitors serve as role models by being physically active along with students. | | X | | | | |
| <i>Classroom Physical Activity Breaks and Active Academics</i> | | | | | | |

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| 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. | | X | | | | |
| Teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time at least 3 days per week. | | | | | | |
| Teachers receive resources, tools, and technology with ideas for classroom physical activity breaks. | | | | | | |
| Teachers incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible to reduce sedentary behavior during the day. | X | | | | | |
| 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. | | | | | | |
| 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: <input checked="" type="checkbox"/> The physical, physiological, or social benefits of physical activity <input checked="" type="checkbox"/> How physical activity can contribute to a healthy weight <input checked="" type="checkbox"/> How physical activity can contribute to the academic learning process <input checked="" type="checkbox"/> How an inactive lifestyle contributes to chronic disease <input checked="" type="checkbox"/> Health-related fitness, including cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition <input checked="" type="checkbox"/> Differences between physical activity, exercise and fitness <input checked="" type="checkbox"/> Phases of an exercise session including warm up, workout, and cool down <input checked="" type="checkbox"/> Decreasing sedentary activities such as TV watching <input checked="" type="checkbox"/> How to influence, support, or advocate for others to engage in physical activity <input checked="" type="checkbox"/> Opportunities for physical activity in the community <input checked="" 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 checked="" type="checkbox"/> How much physical activity is enough, including determining frequency, intensity, time and type of physical activity <input checked="" type="checkbox"/> Developing an individualized physical activity and fitness plan <input checked="" 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 checked="" type="checkbox"/> Overcoming barriers to physical activity <input type="checkbox"/> How to resist peer pressure that discourages physical activity | | X | | | | |
| Active Transport (best practice is to choose a minimum of 6) | | | | | | |
| Safe or preferred routes to school are designated. | | X | | | | |
| Activities such as participation in international Walk to School Week are promoted. | | | | | | |
| Crosswalks on streets leading to school are used. | | | | | | |
| Secure storage facilities for bicycles and helmet are present on school grounds. | | | | | | |
| Instruction on walking/bicycling safety is provided to students. | | X | | | | |

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| Crossing guards are used. | | | | | | |
| Walking school buses are coordinated. | | X | | | | |
| The number of children walking and/or biking to and from school is documented. | | X | | | | |
| Maps of the school environment (sidewalks, crosswalks, roads, pathways, bike racks) are distributed. | | X | | | | |
| Safe routes to school program is promoted to students, staff, parents via newsletters, websites, and local newspaper. | | | | | | |

| GOAL: OTHER ACTIVITIES THAT PROMOTE STUDENT WELLNESS | Year 1 | | Year 2 | | Year 3 | |
|--|-----------------|------------------------|-----------------|------------------------|-----------------|------------------------|
| | working on this | successfully completed | working on this | successfully completed | working on this | successfully completed |
| <i>School Sponsored Events</i> | | | | | | |
| School-sponsored events incorporate wellness components including physical activity and healthy eating opportunities. | X | | | | | |
| <i>Relationships with Community Partnerships</i> | | | | | | |
| Hospitals | | | | | | |
| Universities/colleges | | X | | | | |
| Local businesses | | X | | | | |
| SNAP-Ed (AZ Health Zone) Providers | | | | | | |
| <i>Community Health Promotion and Family Engagement</i> | | | | | | |
| 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). | X | | | | | |
| Families are informed and invited to participate in school-sponsored activities and receive information about health promotion efforts. | X | | | | | |
| 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. | | | | | | |
| <i>Staff Wellness and Health Promotion</i> | | | | | | |
| 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. <i>Subcommittee leader's name: Function of HR</i> | X | | | | | |
| School implements the strategies listed below to support staff in actively promoting and modeling healthy eating and physical activity behaviors. | | | | | | |
| <i>Strategy 1: BMI challenges (reducing BMI percentage)</i> | | | | | | |
| <i>Strategy 2: Water Consumption challenges</i> | | | | | | |

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|---|---|---|--|--|--|--|
| <i>Strategy 3: Healthy living courses and training</i> | | | | | | |
| <i>Strategy 4:</i> | | | | | | |
| The school promotes staff member participation in health promotion programs. | X | | | | | |
| School has a healthy meeting policy for all events with available food options to optimize healthy food options. | | X | | | | |
| 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. | X | | | | | |
| Other Activities to Promote Wellness | | | | | | |
| Each school has a health professional on site for at least half the school day. | | | | | | |
| The school hosts a health fairs. | | | | | | |
| <i>Other:</i> | | | | | | |
| <i>Other:</i> | | | | | | |
| <i>Other:</i> | | | | | | |

II. DISTRICT POLICIES

In the following sections, check the box for the correct year *if your school currently meets the district wellness policy requirements*.

| DISTRICT POLICY: SCHOOL MEALS STANDARDS | Year 1 | Year 2 | Year 3 |
|---|----------------------|----------------------|----------------------|
| <i>At a minimum, the school meal standards should meet the New Meal Pattern requirements. This section also includes standards for the meal service area, menu composition (use of local produce) and guidelines for water availability during meals.</i> | in compliance | in compliance | in compliance |
| National School Lunch Program | | | |
| Participates in the National School Lunch Program. | X | | |
| 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 | | |
| 80 percent of lunch items are prepared from scratch or made on site. | X | | |
| Students are served lunch at a reasonable and appropriate time of the day. | X | | |
| (Elementary only) Lunch follows recess to better support learning and healthy eating. | | | |
| Students have adequate time to eat: <input checked="" type="checkbox"/> Students have 10 minutes of seated time. <input checked="" type="checkbox"/> Students have 20 minutes of seated time. | X | | |

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|--|---|--|--|
| <input type="checkbox"/> Students have 30 minutes of seated time (ADE best practice). | | | |
| <input type="checkbox"/> Students have ___ minutes of seated time. | | | |
| School Breakfast Program | | | |
| Participates in the School Breakfast Program. | X | | |
| Breakfast meals served meet the new meal pattern requirements including minimum requirements for fruits/vegetables, whole-grain rich foods, and 2 varieties of milk. | X | | |
| School provides 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. | X | | |
| Meals are served in clean and pleasant settings. | X | | |
| Local and/or regional products are incorporated into the school meal programs. | X | | |
| Fresh fruits and vegetables are served ___ times per week. | | | |
| Flavored milk is not served; school only offers low fat and fat free plain milk. | | | |
| Menus are created/reviewed by a Registered Dietitian or other certified nutrition professional. | | | |
| School meals are administered by a team of nutrition professionals. | | | |
| <i>Other:</i> | | | |
| <i>Other:</i> | | | |
| <i>Other:</i> | | | |
| <i>Other:</i> | | | |
| <i>Other:</i> | | | |
| <i>Other:</i> | | | |
| <i>Other:</i> | | | |
| Water | | | |
| 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. | X | | |
| Students are allowed to bring and carry approved water bottles with only water in them throughout the day. | X | | |

| | | | |
|--|---------------|---------------|---------------|
| DISTRICT POLICY: COMPETITIVE FOOD AND BEVERAGES (SOLD TO STUDENTS) <i>Competitive foods and beverages are sold outside of and in competition with 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 30 minutes after the end of the school, meet the USDA Smart Snack guidelines for grades K-12. LEAs can establish additional standards.</i> | Year 1 | Year 2 | Year 3 |
| | in compliance | in compliance | in compliance |

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| Foods and beverages sold outside the school meal programs 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 items sold: | | | |
| <input checked="" type="checkbox"/> Not applicable, this school does not sell competitive foods or beverages. | | | |
| <input type="checkbox"/> A la carte | | | |
| <input type="checkbox"/> In student stores | | | |
| <input type="checkbox"/> In vending machines | | | |
| <input type="checkbox"/> Other: | | | |
| <i>Foods and beverages sold outside of the school meal programs meet the following additional guidelines established by the district:</i> | | | |
| All foods and beverages sold outside the school meal programs meet the USDA Smart Snacks in School nutrition standards on the school campus at all times (midnight to midnight). | | | |
| <i>Guideline:</i> | | | |
| <i>Guideline:</i> | | | |

| DISTRICT POLICY: CELEBRATIONS AND REWARDS (FOOD SERVED TO STUDENTS) | Year 1 | Year 2 | Year 3 |
|--|---------------|---------------|---------------|
| <i>Arizona Nutrition Standards (ANS) state 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 ANS guidelines do not apply to foods brought to school in bagged lunches or for activities such as birthday parties, holidays, or other celebrations.</i> | in compliance | in compliance | in compliance |
| <i>School Sponsored Events</i> | | | |
| Foods and beverages 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 and beverages 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) . | X | | |
| <i>Classroom Celebrations/Rewards</i> | | | |
| Foods and beverages served to students during classroom celebrations and parties (holidays and birthdays) meet (or exceed) the USDA Smart Snacks in School nutrition standards. | | | |
| Parents and teachers receive a list of healthy party ideas, including non-food celebration ideas. | | | |
| Classroom snacks brought in by parents meet (or exceed) the USDA Smart Snacks in School nutrition standards. | | | |
| 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. | X | | |
| Teachers and other school staff receive a list of alternative ways to reward students. | | | |
| <i>The district has established additional guidelines for all foods and beverages served to students:</i> | | | |
| <i>Guideline:</i> | | | |
| <i>Guideline:</i> | | | |

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| <i>Guideline:</i> | | | |
|-------------------|--|--|--|

| DISTRICT POLICY: FUNDRAISING | Year 1 | Year 2 | Year 3 |
|--|---------------|---------------|---------------|
| <i>In Arizona, all fundraisers are exempted from the Smart Snacks guidelines when an exemption request form is submitted, per HNS 04-2015. However, no exempted fundraiser foods or beverages may be sold in competition with school meals in the food service area during the meal service. LEAs have the authority to implement more restrictive fundraising food standards.</i> | in compliance | in compliance | in compliance |
| The school does not allow exempt fundraisers. All food sold on campus during the school day as part of a fundraiser must meet Smart Snacks guidelines. | X | | |
| The school allows infrequent, exempt fundraisers, where food sold on campus during the school day does not meet Smart Snacks guidelines and complies with the following: | X | | |
| <input type="checkbox"/> The school adheres to the district’s exemption request 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. | X | | |
| <input checked="" type="checkbox"/> ‘Infrequent’ as it relates to exempt fundraisers means: special events like the school fiesta _____ | X | | |
| <input checked="" type="checkbox"/> An appropriate short duration for exempt fundraisers is defined as: 3 events per year at most _____ | X | | |
| <i>Notifying the Public of Fundraising Policy</i> | | | |
| The district fundraising policy is distributed to all parents/guardians. | | | |
| <i>The district has established additional guidelines for fundraising:</i> | | | |
| <i>Guideline:</i> | | | |
| <i>Guideline:</i> | | | |
| <i>Guideline:</i> | | | |

| DISTRICT POLICY: FOOD AND BEVERAGE MARKETING | Year 1 | Year 2 | Year 3 |
|---|---------------|---------------|---------------|
| <i>Schools 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> | in compliance | in compliance | in compliance |
| All foods and beverages advertised on the school campus during the school day meet or exceed the USDA Smart Snacks in School nutrition guidelines. These guidelines apply to (Check all that apply) | | | |
| Vending machine exteriors | | | |
| School equipment such as marquees, message boards, scoreboards, busses etc. | | | |
| Cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment | | | |
| Posters, book covers, school supplies displays etc. | | | |
| Advertisements in school publications or mailings | | | |

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| Free product samples, taste tests, or coupons of a product or free samples displaying advertising of a product | | | |
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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. Schools also have the option of establishing wellness teams.

| COMMITTEE ROLE AND MEMBERSHIP | Year 1 | | Year 2 | | Year 3 | |
|---|--------|----|--------|----|--------|----|
| | YES | NO | YES | NO | YES | NO |
| The 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 | |
|---|--------|----|--------|----|--------|----|
| | 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.</i> | | | | | | |
| Each school has designated a wellness policy coordinator who will ensure compliance with the policy at the school level. <input checked="" type="checkbox"/> Position/Title of the designees is Mehdi Lasker Business Ops Manager. | X | | | | | |

IV. IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND NOTIFICATION

| IMPLEMENTATION PLAN | Year 1 | | Year 2 | | Year 3 | |
|--|--------|----|--------|----|--------|----|
| | YES | NO | YES | NO | YES | NO |
| <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> | | | | | | |
| School 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: _____ | | X | | | | |