



About the Local Wellness Policy Activity and Assessment Tool

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

I. WELLNESS GOALS

| 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> | 2021 – 2022 | | 2022 – 2023 | | 2023 – 2024 | |
|---|----------------------------------|---|----------------------------------|---|----------------------------------|---|
| | # schools working on this action | # schools successfully completing this action | # schools working on this action | # schools successfully completing this action | # schools working on this action | # schools successfully completing this action |
| <input checked="" type="checkbox"/> District encourages participation in meal programs as appropriate (School Breakfast, National School Lunch, Afterschool Care Snack, etc.). | | 6 | | | | |
| <input checked="" type="checkbox"/> School meal program menus are posted on the district website or individual school sites. | | 6 | | | | |
| <input checked="" type="checkbox"/> Menus include nutrient content. | 2 | 4 | | | | |
| <input checked="" type="checkbox"/> Participation in meal programs is promoted to families. | 2 | 4 | | | | |

| GOAL: NUTRITION EDUCATION <i>Nutrition education teaches behavior-focused skills and may be offered as part of a comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to safeguard their health and make positive choices regarding food and nutrition, or nutrition education can be offered as sequential individual lessons throughout the school year.</i> | 2021 – 2022 | | 2022 – 2023 | | 2023 – 2024 | |
|---|----------------------------------|---|----------------------------------|---|----------------------------------|---|
| | # schools working on this action | # schools successfully completing this action | # schools working on this action | # schools successfully completing this action | # schools working on this action | # schools successfully completing this action |
| <input checked="" type="checkbox"/> Nutrition education is taught in the following grades: <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 | | 6 | | | | |
| <input checked="" type="checkbox"/> Nutrition education is taught through other subjects like math, science, language arts, social sciences and electives. | 1 | 5 | | | | |
| <input checked="" type="checkbox"/> Health education teachers provide opportunities for students to practice or rehearse the skills taught through the health education curricula. | | 6 | | | | |
| <input checked="" type="checkbox"/> Teachers and other staff receive training in nutrition education. | 5 | 1 | | | | |

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|--|---|---|---|---|--|--|--|--|
| <input checked="" type="checkbox"/> Media literacy is taught with an emphasis on food and beverage marketing. | 4 | 2 | | | | | | |
| 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 border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <input checked="" type="checkbox"/> Relationship between healthy eating and personal health and disease prevention <input checked="" type="checkbox"/> Food guidance from MyPlate <input checked="" type="checkbox"/> Reading and using the FDA’s nutrition fact labels <input checked="" type="checkbox"/> Eating a variety of foods every day <input checked="" type="checkbox"/> Balancing food intake and physical activity <input checked="" type="checkbox"/> Eating more fruits and vegetables and whole grain products <input checked="" type="checkbox"/> Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat <input checked="" type="checkbox"/> Choosing foods and beverages with little added sugar <input checked="" type="checkbox"/> Eating more calcium rich foods <input checked="" type="checkbox"/> Preparing healthy meals and snacks <input checked="" type="checkbox"/> Risks of unhealthy weight control practices <input checked="" type="checkbox"/> Accepting body size difference </td> <td style="vertical-align: top; width: 50%;"> <input checked="" type="checkbox"/> Food safety <input checked="" type="checkbox"/> Importance of water consumption <input checked="" type="checkbox"/> Importance of eating breakfast <input checked="" type="checkbox"/> Making healthy choices when eating at restaurants <input checked="" type="checkbox"/> Eating disorders <input checked="" type="checkbox"/> The Dietary Guidelines for Americans <input checked="" type="checkbox"/> Reducing sodium intake <input checked="" type="checkbox"/> Social influences on healthy eating, including media, family, press and peers <input checked="" type="checkbox"/> How to find valid information or services related to nutrition and dietary behavior <input checked="" type="checkbox"/> How to develop a plan and track progress toward achieving a personal goal to eat healthfully <input checked="" type="checkbox"/> Resisting peer pressure related to unhealthy dietary behavior <input checked="" type="checkbox"/> Influencing, supporting, or advocating for others’ healthy dietary behavior </td> </tr> </table> | <input checked="" type="checkbox"/> Relationship between healthy eating and personal health and disease prevention <input checked="" type="checkbox"/> Food guidance from MyPlate <input checked="" type="checkbox"/> Reading and using the FDA’s nutrition fact labels <input checked="" type="checkbox"/> Eating a variety of foods every day <input checked="" type="checkbox"/> Balancing food intake and physical activity <input checked="" type="checkbox"/> Eating more fruits and vegetables and whole grain products <input checked="" type="checkbox"/> Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat <input checked="" type="checkbox"/> Choosing foods and beverages with little added sugar <input checked="" type="checkbox"/> Eating more calcium rich foods <input checked="" type="checkbox"/> Preparing healthy meals and snacks <input checked="" type="checkbox"/> Risks of unhealthy weight control practices <input checked="" type="checkbox"/> Accepting body size difference | <input checked="" type="checkbox"/> Food safety <input checked="" type="checkbox"/> Importance of water consumption <input checked="" type="checkbox"/> Importance of eating breakfast <input checked="" type="checkbox"/> Making healthy choices when eating at restaurants <input checked="" type="checkbox"/> Eating disorders <input checked="" type="checkbox"/> The Dietary Guidelines for Americans <input checked="" type="checkbox"/> Reducing sodium intake <input checked="" type="checkbox"/> Social influences on healthy eating, including media, family, press and peers <input checked="" type="checkbox"/> How to find valid information or services related to nutrition and dietary behavior <input checked="" type="checkbox"/> How to develop a plan and track progress toward achieving a personal goal to eat healthfully <input checked="" type="checkbox"/> Resisting peer pressure related to unhealthy dietary behavior <input checked="" type="checkbox"/> Influencing, supporting, or advocating for others’ healthy dietary behavior | 3 | 3 | | | | |
| <input checked="" type="checkbox"/> Relationship between healthy eating and personal health and disease prevention <input checked="" type="checkbox"/> Food guidance from MyPlate <input checked="" type="checkbox"/> Reading and using the FDA’s nutrition fact labels <input checked="" type="checkbox"/> Eating a variety of foods every day <input checked="" type="checkbox"/> Balancing food intake and physical activity <input checked="" type="checkbox"/> Eating more fruits and vegetables and whole grain products <input checked="" type="checkbox"/> Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat <input checked="" type="checkbox"/> Choosing foods and beverages with little added sugar <input checked="" type="checkbox"/> Eating more calcium rich foods <input checked="" type="checkbox"/> Preparing healthy meals and snacks <input checked="" type="checkbox"/> Risks of unhealthy weight control practices <input checked="" type="checkbox"/> Accepting body size difference | <input checked="" type="checkbox"/> Food safety <input checked="" type="checkbox"/> Importance of water consumption <input checked="" type="checkbox"/> Importance of eating breakfast <input checked="" type="checkbox"/> Making healthy choices when eating at restaurants <input checked="" type="checkbox"/> Eating disorders <input checked="" type="checkbox"/> The Dietary Guidelines for Americans <input checked="" type="checkbox"/> Reducing sodium intake <input checked="" type="checkbox"/> Social influences on healthy eating, including media, family, press and peers <input checked="" type="checkbox"/> How to find valid information or services related to nutrition and dietary behavior <input checked="" type="checkbox"/> How to develop a plan and track progress toward achieving a personal goal to eat healthfully <input checked="" type="checkbox"/> Resisting peer pressure related to unhealthy dietary behavior <input checked="" type="checkbox"/> Influencing, supporting, or advocating for others’ healthy dietary behavior | | | | | | | |

| GOAL: PHYSICAL ACTIVITY | 2021 – 2022 | | 2022 – 2023 | | 2023 – 2024 | |
|---|----------------------------------|---|----------------------------------|---|----------------------------------|---|
| <i>Physical activity is defined by the Centers for Disease Control and Prevention (CDC) as any bodily movement produced by skeletal muscles that result in energy expenditure. Regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces anxiety and stress, increases self-esteem and may improve blood pressure and cholesterol levels. Incorporating regular physical activity in your school(s) is an important contributor to student wellness.</i> | # schools working on this action | # schools successfully completing this action | # schools working on this action | # schools successfully completing this action | # schools working on this action | # schools successfully completing this action |
| Physical Activity | | | | | | |
| <input checked="" type="checkbox"/> Physical activity during the day (including but not limited to recess, classroom physical activity breaks, or physical education) is not used or withheld as punishment for any reason. | | 6 | | | | |
| <input checked="" type="checkbox"/> The district provides teachers and other school staff with a list of ideas for alternative ways to discipline students. | 1 | 5 | | | | |

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| <input checked="" type="checkbox"/> To the extent practicable, schools ensure that their grounds and facilities are safe and that equipment is available to all students to be active. | | 6 | | | | |
| <input checked="" type="checkbox"/> Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces are open to students, their families, and the community outside of school hours. | 4 | 2 | | | | |
| <input checked="" type="checkbox"/> Schools ensure that inventories of physical activity supplies and equipment are known and, when necessary, work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible. | 2 | 4 | | | | |
| Before and After School Activities | | | | | | |
| <input checked="" type="checkbox"/> Students have opportunities to participate in physical activity before school. | 4 | 2 | | | | |
| <input checked="" type="checkbox"/> Students have opportunities to participate in physical activity after school. | 1 | 5 | | | | |
| Physical Education | | | | | | |
| <i>In Arizona, LEAs are recommended to review the Arizona PE Standards. Arizona does not have PE requirement, but the national recommendation for PE is 225 minutes per week at the secondary level (middle school and high school level).</i> | | | | | | |
| Secondary students (grades 6-12) are (choose one): <input checked="" type="checkbox"/> Required to take one physical education credit total <input checked="" 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"/> Other: | | 6 | | | | |
| <input checked="" type="checkbox"/> Students receive formal, age-appropriate physical education, consistent with national and state standards for physical education. | | 6 | | | | |
| <input checked="" type="checkbox"/> Physical education program promotes student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment). | 2 | 4 | | | | |
| <input checked="" type="checkbox"/> Students are moderately to vigorously active for at least 50% of class time during most or all physical education class sessions. | 1 | 5 | | | | |
| <input checked="" type="checkbox"/> Physical education teachers participate in professional development at least once per year. | | 6 | | | | |
| <input checked="" type="checkbox"/> Physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education. | 1 | 5 | | | | |
| <input checked="" type="checkbox"/> Waivers, exemptions, or substitutions for physical education classes are not granted. | 2 | 4 | | | | |
| <input checked="" type="checkbox"/> Physical activity may not be substituted for any other class (i.e. dance, marching band, ROTC etc.) | 3 | 2 | | | | |
| Classroom Physical Activity Breaks and Active Academics | | | | | | |
| <input checked="" type="checkbox"/> Students are offered periodic opportunities to be physically active or to stretch in the classroom throughout the day on all or most days during a typical school week. | 4 | 2 | | | | |
| <input checked="" type="checkbox"/> Teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time at least 3 days per week. | 4 | 2 | | | | |

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|--|--|--|----------|----------|--|--|--|--|
| <input checked="" type="checkbox"/> Teachers receive resources, tools, and technology with ideas for classroom physical activity breaks. | 5 | 1 | | | | | | |
| <input checked="" type="checkbox"/> Teachers incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible to reduce sedentary behavior during the day. | 5 | 1 | | | | | | |
| <input checked="" type="checkbox"/> Teachers serve as role models by being physically active alongside students whenever possible. | 5 | 1 | | | | | | |
| Physical Activity Topics in Health Education | | | | | | | | |
| <input checked="" type="checkbox"/> Middle and high school students are required to take and pass at least one health education course. | 3 | 3 | | | | | | |
| <input checked="" type="checkbox"/> At least 12 of the following essential topics on physical activity are in the health education curriculum: <table border="0" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; vertical-align: top;"> <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 </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Preventing injury during physical activity <input checked="" 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 checked="" type="checkbox"/> Dangers of using performance-enhancing drugs such as steroids <input checked="" type="checkbox"/> Social influences on physical activity including media, family, peers, and culture <input checked="" 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 checked="" type="checkbox"/> How to resist peer pressure that discourages physical activity </td> </tr> </tbody> </table> | <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 checked="" 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 checked="" type="checkbox"/> Dangers of using performance-enhancing drugs such as steroids <input checked="" type="checkbox"/> Social influences on physical activity including media, family, peers, and culture <input checked="" 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 checked="" type="checkbox"/> How to resist peer pressure that discourages physical activity | 3 | 3 | | | | |
| <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 checked="" 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 checked="" type="checkbox"/> Dangers of using performance-enhancing drugs such as steroids <input checked="" type="checkbox"/> Social influences on physical activity including media, family, peers, and culture <input checked="" 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 checked="" type="checkbox"/> How to resist peer pressure that discourages physical activity | | | | | | | |
| Active Transport (best practice is to choose a minimum of 6) | | | | | | | | |
| <input checked="" type="checkbox"/> Safe or preferred routes to school are designated. | 3 | 3 | | | | | | |
| <input checked="" type="checkbox"/> Crosswalks on streets leading to school are used. | | 6 | | | | | | |
| <input checked="" type="checkbox"/> Secure storage facilities for bicycles and helmet are present on school grounds. | | 6 | | | | | | |
| <input checked="" type="checkbox"/> Instruction on walking/bicycling safety is provided to students. | 2 | 3 | | | | | | |
| <input type="checkbox"/> The number of children walking and/or biking to and from school is documented. | 6 | | | | | | | |
| <input type="checkbox"/> Maps of the school environment (sidewalks, crosswalks, roads, pathways, bike racks) are distributed. | 6 | | | | | | | |
| <input type="checkbox"/> Safe routes to school program are promoted to students, staff, parents via newsletters, websites, and local newspaper. | 6 | | | | | | | |

| GOAL: OTHER ACTIVITIES THAT PROMOTE STUDENT WELLNESS | 2021 – 2022 | | 2022 – 2023 | | 2023 – 2024 | |
|--|----------------------------------|---|----------------------------------|---|----------------------------------|---|
| | # schools working on this action | # schools successfully completing this action | # schools working on this action | # schools successfully completing this action | # schools working on this action | # schools successfully completing this action |
| School Sponsored Events | | | | | | |
| <input checked="" type="checkbox"/> School-sponsored events incorporate wellness components including physical activity and healthy eating opportunities. | 5 | 1 | | | | |
| Relationships with Community Partnerships | | | | | | |
| <input checked="" type="checkbox"/> Universities/colleges | 2 | 4 | | | | |
| <input checked="" type="checkbox"/> Local businesses | 2 | 4 | | | | |
| Community Health Promotion and Family Engagement | | | | | | |
| <input checked="" type="checkbox"/> The benefits of and approaches to healthy eating and physical activity are promoted to parents/caregivers, families, and the general community throughout the school year (i.e. the school provides information about nutrition and physical activity to parents throughout the year). | 4 | 2 | | | | |
| <input checked="" type="checkbox"/> Families are informed and invited to participate in school-sponsored activities and receive information about health promotion efforts. | 4 | 2 | | | | |
| <input checked="" type="checkbox"/> Electronic and non-electronic mechanisms are used to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts. | 5 | 1 | | | | |
| Staff Wellness and Health Promotion | | | | | | |
| <input checked="" type="checkbox"/> Schools implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. | 6 | | | | | |
| <input type="checkbox"/> District has a healthy meeting policy for all events to optimize healthy food options. | 6 | | | | | |
| Other Activities to Promote Wellness | | | | | | |
| <input checked="" type="checkbox"/> Each school has a health professional on site for at least half the school day. | 2 | 4 | | | | |

II. DISTRICT POLICIES

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 | 2021 – 2022 | 2022 – 2023 | 2023 – 2024 |
|---|--|----------------------------|----------------------------|
| | <i>At a minimum, the school meal standards should meet the New Meal Pattern requirements. LEAs can establish additional standards important to the district. This section should also include standards for the meal service area, menu composition (use of local produce) and guidelines for water availability during meals.</i> | % of schools in compliance | % of schools in compliance |

| National School Lunch Program | | | |
|--|-----------------------------------|-----------------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> All schools in the district participate in the National School Lunch Program. | 100% (6) | | |
| <input checked="" type="checkbox"/> Lunch meals served meet the new meal pattern requirements including minimum requirements for fruits, vegetables (and subgroups), whole-grain rich foods, meat/meat alternates and 2 varieties of milk. | 100% (6) | | |
| <input checked="" type="checkbox"/> Students are served lunch at a reasonable and appropriate time of the day. | 100% (6) | | |
| <input checked="" type="checkbox"/> Students have adequate time to eat: <ul style="list-style-type: none"> <input type="checkbox"/> Students have 10 minutes of seated time <input type="checkbox"/> Students have 20 minutes of seated time <input checked="" type="checkbox"/> Students have 30 minutes of seated time (ADE best practice) <input type="checkbox"/> Students have ___ minutes of seated time | 100% (6) | | |
| School Breakfast Program | | | |
| <input checked="" type="checkbox"/> All schools in the district participate in the School Breakfast Program. | 100% (6) | | |
| <input checked="" type="checkbox"/> Breakfast meals served meet the new meal pattern requirements including minimum requirements for fruits/vegetables, whole-grain rich foods, and 2 varieties of milk. | 100% (6) | | |
| <input checked="" type="checkbox"/> The district encourages schools to provide breakfast via mobile grab and go carts. | 100% (6) | | |
| School Meal Standards meet the following additional guidelines established by the district: | | | |
| <input checked="" type="checkbox"/> Meals are appealing and attractive to students. | 100% (6) | | |
| <input checked="" type="checkbox"/> Meals are served in clean and pleasant settings. | 100% (6) | | |
| <input checked="" type="checkbox"/> Fresh fruits and vegetables are served 5 days per week. | 100% (6) | | |
| <input checked="" type="checkbox"/> School meals are administered by a team of nutrition professionals. | 100% (6) | | |
| Water | | | |
| <input checked="" type="checkbox"/> Free, potable water is available to all students during the meal period. | 100% (6) | | |
| <input checked="" type="checkbox"/> Water sources and containers are maintained on a regular basis to ensure good hygiene and health safety standards. | 100% (6) | | |
| <input checked="" type="checkbox"/> Students are allowed to bring and carry approved water bottles with only water in them throughout the day. | 100% (6) | | |
| DISTRICT POLICY: COMPETITIVE FOOD AND BEVERAGES (FOOD SOLD TO STUDENTS) | 2021 – 2022 | 2022 – 2023 | 2023 – 2024 |
| <i>Competitive foods and beverages are those foods that are sold outside of and in competition with the federally reimbursable meal programs. At a minimum, LEAs must ensure all foods and beverages sold on campus, during the school day defined as midnight to thirty minutes after the end of the school, will meet the USDA Smart Snack guidelines for grades K-12. LEAs can establish additional standards.</i> | % of schools in compliance | % of schools in compliance | % of schools in compliance |
| <input checked="" type="checkbox"/> Foods and beverages sold outside the school meal programs will meet the USDA Smart Snacks in School nutrition standards on the school campus during the school day (midnight to thirty minutes after the end of the school day). This applies to foods sold: | | | |
| <input checked="" type="checkbox"/> A la Carte (Snack Bars) | 100% (6) | | |
| <input checked="" type="checkbox"/> In student stores | 33% (2) | | |

| | | | |
|---|----------------|--|--|
| <input checked="" type="checkbox"/> In vending machines | 83% (5) | | |
| <input checked="" type="checkbox"/> Student or club sponsored sales | 83% (5) | | |

| DISTRICT POLICY: CELEBRATIONS AND REWARDS (FOOD SERVED TO STUDENTS) | 2021 – 2022 | 2022 – 2023 | 2023 – 2024 |
|---|-----------------------------------|-----------------------------------|-----------------------------------|
| <i>Arizona Law (ARS 15-242) referred to as Arizona Nutrition Standards states that all food and beverages supplied at school sponsored events to students in grades K-8 must meet the USDA’s Smart Snacks in Schools guidelines. The USDA’s Smart Snacks in Schools and Arizona Nutrition Standards guidelines do not apply to foods brought to school in bagged lunches or for activities such as birthday parties, holidays, or other celebrations.</i> | % of schools in compliance | % of schools in compliance | % of schools in compliance |
| School Sponsored Events | | | |
| <input checked="" type="checkbox"/> Foods served to students in grades 9-12 meet (or exceed) the USDA Smart Snacks in School nutrition standards, per the Arizona Nutrition Standards (ARS 15-242) . | 67% (4) | | |
| Classroom Celebrations/Rewards | | | |
| <input checked="" type="checkbox"/> Foods served to students during classroom celebrations and parties (holidays and birthdays) meet (or exceed) the USDA Smart Snacks in School nutrition standards, per the Arizona Nutrition Standards (ARS 15-242). | 33% (2) | | |
| <input checked="" type="checkbox"/> Classroom snacks brought in by parents meet (or exceed) the USDA Smart Snacks in School nutrition standards, per the Arizona Nutrition Standards (ARS 15-242). | 33% (2) | | |

| DISTRICT POLICY: FUNDRAISING | 2021 – 2022 | 2022 – 2023 | 2023 – 2024 |
|---|-----------------------------------|-----------------------------------|-----------------------------------|
| <i>In Arizona, all fundraisers are exempted from the Smart Snacks guidelines when an exemption request form is submitted, per HNS 04-2015. However, regulations state that no exempted fundraiser foods or beverages may be sold in competition with school meals in the food service area during the meal service. Additionally, LEAs have the authority to implement more restrictive fundraising food standards.</i> | % of schools in compliance | % of schools in compliance | % of schools in compliance |
| The district has adopted the following fundraising policy: | | | |
| <input checked="" type="checkbox"/> The district allows infrequent, exempt fundraisers, where food sold on campus during the school day does not meet Smart Snacks guidelines and complies with the following: | 100% (6) | | |
| <input checked="" type="checkbox"/> The district submits the exemption request form to ADE for all food-related fundraisers, intended for consumption on school campus during the school day, that do not meet the Smart Snacks guidelines. | 83% (5) | | |
| <input checked="" type="checkbox"/> The district defines what it considers to be an appropriate short duration for exempt fundraisers as: not to exceed one school week or five days. | 100% (6) | | |

| DISTRICT POLICY: FOOD AND BEVERAGE MARKETING | 2021 – 2022 | 2022 – 2023 | 2023 – 2024 |
|--|-----------------------------------|-----------------------------------|-----------------------------------|
| <i>LEAs that allow marketing of food and beverages to students must include plans and policies that allow the marketing of only those foods and beverages that may be sold on the school campus during the school day (i.e. that meet the USDA’s Smart Snacks in Schools) LEAs have the discretion to enact broader policies that address marketing that occurs at events outside of school hours.</i> | % of schools in compliance | % of schools in compliance | % of schools in compliance |
| <input checked="" type="checkbox"/> All foods and beverages advertised on the school campus during the school day meet or exceed the USDA Smart Snacks in School nutrition guidelines. These guidelines apply to (Check all that apply): | | | |

| | | | |
|--|----------------|--|--|
| <input checked="" type="checkbox"/> Vending machine exteriors | 83% (5) | | |
| <input checked="" type="checkbox"/> School equipment such as marquees, message boards, scoreboards, busses, etc. | 33% (2) | | |
| <input checked="" type="checkbox"/> Cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment | 83% (5) | | |
| <input checked="" type="checkbox"/> Posters, book covers, school supply displays, etc. | 33% (2) | | |
| <input checked="" type="checkbox"/> Advertisements in school publications or mailings | 67% (4) | | |
| <input checked="" type="checkbox"/> Free product samples, taste tests, or coupons of a product or free samples displaying advertising of a product | 33% (2) | | |
| <i>The district has established additional guidelines for all foods and beverages marketed to students:</i> | | | |
| <input checked="" type="checkbox"/> As the district, school nutrition services and athletic director reviews existing contracts and considers new contracts, equipment and purchasing, decisions reflect applicable marketing guidelines established by the LWP. | 0% | | |

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 | 2021 – 2022 | | 2022 – 2023 | | 2023 – 2024 | |
|---|--------------------|----|--------------------|----|--------------------|----|
| | YES | NO | YES | NO | YES | NO |
| <i>The district must notify the public of their ability to participate in the LWP process. LEAs should establish details of how the LWP will be convened and how it will operate.</i> | | | | | | |
| <input checked="" type="checkbox"/> District convenes a representative district wellness committee (DWC). | X | | | | | |
| <input checked="" type="checkbox"/> District Wellness Committee meets annually. | X | | | | | |
| <input checked="" type="checkbox"/> The public is notified of their ability to participate in the district wellness committee. | X | | | | | |
| The public is notified of their ability to participate in the district wellness committee using the following methods: | | | | | | |
| <input checked="" type="checkbox"/> Notices on district website | X | | | | | |
| <input checked="" type="checkbox"/> Electronic notice to parent/guardian | X | | | | | |
| <input checked="" type="checkbox"/> DWC <i>actively recruits</i> representation from: | | | | | | |
| <input checked="" type="checkbox"/> All school levels (elementary, middle, high) | X | | | | | |
| <input checked="" type="checkbox"/> Parents/Caregivers | X | | | | | |
| <input checked="" type="checkbox"/> Students | X | | | | | |
| <input checked="" type="checkbox"/> Representative from School Nutrition Programs | X | | | | | |
| <input checked="" type="checkbox"/> Physical education teacher | X | | | | | |
| <input checked="" type="checkbox"/> Health education teacher | X | | | | | |
| <input checked="" type="checkbox"/> School health professionals (nurses) | X | | | | | |

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| | | | | | | |
|--|---|---|--|--|--|--|
| <input checked="" type="checkbox"/> Administrators | X | | | | | |
| <input checked="" type="checkbox"/> School board members | | X | | | | |

| LEADERSHIP <i>The district must designate one or more LEA and/or school official(s) who have the authority and responsibility to ensure each school complies with the local wellness policy. This may or may not be the same person responsible for bringing the wellness committee together and planning the meetings.</i> | 2021 – 2022 | | 2022 – 2023 | | 2023 – 2024 | |
|---|-------------|----|-------------|----|-------------|----|
| | YES | NO | YES | NO | YES | NO |
| <input checked="" type="checkbox"/> There is a person designated to convene the DWC and facilitate development of and updates to the wellness policy. <input checked="" type="checkbox"/> Designee is Superintendent | X | | | | | |
| <input checked="" type="checkbox"/> There is a district-level official designated to ensure all schools' compliance with the policy. <input checked="" type="checkbox"/> Designee is Superintendent | X | | | | | |

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.

| TRIENNIAL PROGRESS ASSESSMENTS <i>At least once every three years, the District must assess compliance with their wellness policy and assess progress toward meeting the goals of the wellness policy.</i> | 2021 – 2022 | | 2022 – 2023 | | 2023 – 2024 | |
|--|-------------|----|-------------|----|-------------|----|
| | YES | NO | YES | NO | YES | NO |
| <input checked="" type="checkbox"/> At least once every three years, the district evaluates compliance with the wellness policy. | X | | | | | |
| The evaluation includes: | | | | | | |
| <input checked="" type="checkbox"/> The extent to which schools under the jurisdiction of the district are in compliance with the wellness policy. | X | | | | | |
| <input checked="" type="checkbox"/> The extent to which the district's policy compares to a model policy | | X | | | | |
| <input checked="" type="checkbox"/> A description of the progress made in attaining the goals of the district's wellness policy. | | X | | | | |
| <input checked="" type="checkbox"/> The district designated a person responsible for managing the triennial assessment: This designee is: Director, Student Nutrition Services | X | | | | | |

| REVISIONS AND UPDATING THE POLICY <i>LEAs are required to update or modify the wellness policy as appropriate.</i> | 2021 – 2022 | | 2022 – 2023 | | 2023 – 2024 | |
|--|-------------|----|-------------|----|-------------|----|
| | YES | NO | YES | NO | YES | NO |
| <input checked="" type="checkbox"/> Policy is updated as appropriate. | X | | | | | |

| NOTIFICATION OF WELLNESS POLICY, POLICY UPDATES AND | 2021 – 2022 | | 2022 – 2023 | | 2023 – 2024 | |
|--|-------------|--|-------------|--|-------------|--|
|--|-------------|--|-------------|--|-------------|--|

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| TRIENNIAL ASSESSMENT | YES | NO | YES | NO | YES | NO |
|--|--------------------|----|--------------------|----|--------------------|----|
| <i>LEAs must make available to the public (1) at all times the wellness policy (2) on an annual basis, at minimum, any updates to and about the wellness policy, and (3) the Triennial Assessment which includes progress toward meeting their wellness goals and compliance with the written policy over a three year period.</i> | | | | | | |
| Availability of the LWP | | | | | | |
| <input checked="" type="checkbox"/> The public has access to the LWP at all times. | X | | | | | |
| <input checked="" type="checkbox"/> The wellness policy is posted online. The URL is: www.yumaunion.org . | X | | | | | |
| Notification/Availability of Revisions and Updates to the LWP | | | | | | |
| <input checked="" type="checkbox"/> District informs families and the public each year of basic information about the policy, including its content, updates, and implementation status. Best practice is to include last revision date on LWP. | | X | | | | |
| <input checked="" type="checkbox"/> District informs families and the public each year of basic information about the policy, including its content, updates, and implementation status by: | | X | | | | |
| <input checked="" type="checkbox"/> Notices on district website | X | | | | | |
| Availability of the Triennial Assessment | | | | | | |
| <input checked="" type="checkbox"/> The district actively notifies households of the availability of the triennial progress report. | | X | | | | |
| <input checked="" type="checkbox"/> The triennial assessments are available to the public. The URL is: www.yumaunion.org . | X | | | | | |
| RECORDKEEPING | 2021 – 2022 | | 2022 – 2023 | | 2023 – 2024 | |
| <i>The district retains the following documents to demonstrate compliance with the wellness policy.</i> | YES | NO | YES | NO | YES | NO |
| Documentation kept on file includes: | | | | | | |
| <input checked="" type="checkbox"/> Written wellness policy | X | | | | | |
| <input checked="" type="checkbox"/> Documentation demonstrating it has been made available to the public | X | | | | | |
| <input checked="" type="checkbox"/> Documentation of efforts to review and update the policy, including indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate | X | | | | | |
| <input checked="" type="checkbox"/> Documentation to demonstrate compliance with the annual public notification requirements | | X | | | | |
| <input checked="" type="checkbox"/> The most recent assessment on implementation of the school wellness policy | X | | | | | |
| <input checked="" type="checkbox"/> Documentation demonstrating the most recent assessment on the implementation of the policy has been made available to the public. | X | | | | | |