



# Mary C. O'Brien Accommodation District Wellness Policy & Assessment Tool

<b>GOAL: NUTRITION EDUCATION</b> <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 type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	X		X		X			
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	X		X		X			
<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	X		X		X			
Elementary Schools: Nutrition education is offered as part of sequential, comprehensive standards-based health education curriculum.	X		X		X			
Nutrition education is taught through other subjects like math, science, language arts, social sciences and electives.		Yes		Yes		YES		
Health education teachers provide opportunities for students to practice or rehearse the skills taught through the health education curricula.		Yes		Yes		YES		
Teachers and other staff receive training in nutrition education.	X		X			YES		
Media literacy is taught with an emphasis on food and beverage marketing.		Yes		Yes		YES		
Nutrition education is taught in collaboration with community partner: <b><i>Cooperative Extension Office</i></b>		Yes		Yes		YES		
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 checked="" type="checkbox"/> Food guidance from MyPlate  <input type="checkbox"/> Reading and using the FDA's nutrition fact labels  <input checked="" type="checkbox"/> Eating a variety of foods every day  <input checked="" type="checkbox"/> Balancing food intake and physical activity  <input checked="" type="checkbox"/> Eating more fruits and vegetables and whole grain products  <input type="checkbox"/> Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat  <input type="checkbox"/> Choosing foods and beverages with little added sugar  <input type="checkbox"/> Eating more calcium rich foods  <input type="checkbox"/> Preparing healthy meals and snacks  <input type="checkbox"/> Risks of unhealthy weight control practices               </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Food safety  <input checked="" type="checkbox"/> Importance of water consumption  <input 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 type="checkbox"/> Reducing sodium intake  <input checked="" type="checkbox"/> Social influences on healthy eating, including media, family, press and peers  <input type="checkbox"/> How to find valid information or services related to nutrition and dietary behavior  <input checked="" 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 checked="" type="checkbox"/> Food guidance from MyPlate <input type="checkbox"/> Reading and using the FDA's nutrition fact labels <input checked="" type="checkbox"/> Eating a variety of foods every day <input checked="" type="checkbox"/> Balancing food intake and physical activity <input checked="" type="checkbox"/> Eating more fruits and vegetables and whole grain products <input type="checkbox"/> Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat <input type="checkbox"/> Choosing foods and beverages with little added sugar <input type="checkbox"/> Eating more calcium rich foods <input type="checkbox"/> Preparing healthy meals and snacks <input type="checkbox"/> Risks of unhealthy weight control practices	<input type="checkbox"/> Food safety <input checked="" type="checkbox"/> Importance of water consumption <input 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 type="checkbox"/> Reducing sodium intake <input checked="" type="checkbox"/> Social influences on healthy eating, including media, family, press and peers <input type="checkbox"/> How to find valid information or services related to nutrition and dietary behavior <input checked="" 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		X		X	
<input checked="" type="checkbox"/> Relationship between healthy eating and personal health and disease prevention <input checked="" type="checkbox"/> Food guidance from MyPlate <input type="checkbox"/> Reading and using the FDA's nutrition fact labels <input checked="" type="checkbox"/> Eating a variety of foods every day <input checked="" type="checkbox"/> Balancing food intake and physical activity <input checked="" type="checkbox"/> Eating more fruits and vegetables and whole grain products <input type="checkbox"/> Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat <input type="checkbox"/> Choosing foods and beverages with little added sugar <input type="checkbox"/> Eating more calcium rich foods <input type="checkbox"/> Preparing healthy meals and snacks <input type="checkbox"/> Risks of unhealthy weight control practices	<input type="checkbox"/> Food safety <input checked="" type="checkbox"/> Importance of water consumption <input 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 type="checkbox"/> Reducing sodium intake <input checked="" type="checkbox"/> Social influences on healthy eating, including media, family, press and peers <input type="checkbox"/> How to find valid information or services related to nutrition and dietary behavior <input checked="" 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 checked="" type="checkbox"/> Accepting body size difference	<input checked="" 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.		X		X		X
<b>Nutrition education includes experiential, hands on learning experiences:</b>						
Cooking demonstrations						
Taste testing						
Promotion of new school menu items						
School gardens						
Farm tours						

<b>GOAL: PHYSICAL ACTIVITY</b> <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>	Year 1		Year 2		Year 3	
	working on this	successfully completed	working on this	successfully completed	working on this	successfully completed
<b>Physical Activity</b>						
Physical activity of any kind is available for at least <b>25</b> minutes per day for all students.		Yes		Yes		YES
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.		Yes		Yes		YES
The district provides teachers and other school staff with a list of ideas for alternative ways to discipline students.		Yes		Yes		YES
A comprehensive school physical activity program (CSPAP) is used to coordinate physical activity before, during and after school.	X		X		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.		Yes		Yes		YES
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.		Yes		Yes		YES
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.		Yes		Yes		YES
<b>Before and After School Activities</b>						
Students have opportunities to participate in physical activity before school.		Yes		Yes		YES
Students have opportunities to participate in physical activity after school.		Yes		Yes		YES
<b>Physical Education</b>						

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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 (choose one): <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"/> Other:		Yes		Yes		YES
Secondary students (grades 6-12) are (choose one): <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"/> Other:		Yes		Yes		YES
Students receive formal, age-appropriate physical education, consistent with national and state standards for physical education.		Yes		Yes		YES
Physical education program promotes student physical fitness through individualized fitness and activity assessments (via <a href="#">the Presidential Youth Fitness Program</a> or other appropriate assessment).		Yes		Yes		YES
Students are moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.		Yes		Yes		YES
Physical education teachers participate in professional development at least once per year.		Yes		Yes		YES
Physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education.		Yes		Yes		YES
Waivers, exemptions, or substitutions for physical education classes are not granted.		Yes		Yes		YES
Physical education may not be substituted for any other class (i.e. dance, marching band, ROTC etc.)		Yes		Yes		YES
<b>Recess</b>						
Elementary schools provide at least 20 minutes of recess on all days during the school year.		Yes		Yes		YES
If recess is offered before lunch, proper hand washing measures are in place.		Yes		Yes		YES
Recess is offered outdoors when weather is feasible.		Yes		Yes		YES
Recess is a compliment to not a substitute for physical education class.		Yes		Yes		YES
Recess monitors encourage students to be active.		Yes		Yes		YES
Recess monitors serve as role models by being physically active along with students.		Yes		Yes		YES
<b>Classroom Physical Activity Breaks and Active Academics</b>						

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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.		Yes		Yes		YES
Teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time at least 3 days per week.		Yes		Yes		YES
Teachers receive resources, tools, and technology with ideas for classroom physical activity breaks.		Yes		Yes		YES
Teachers incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible to reduce sedentary behavior during the day.		Yes		Yes		YES
Teachers serve as role models by being physically active alongside students whenever possible.		Yes		Yes		YES
<b><i>Physical Activity Topics in Health Education</i></b>						
Health education is required in all elementary grades.	X		X		X	
Middle and high school students are required to take and pass at least one health education course.		Yes		Yes		YES
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 type="checkbox"/> How to influence, support, or advocate for others to engage in physical activity <input type="checkbox"/> Opportunities for physical activity in the community						
<input type="checkbox"/> Preventing injury during physical activity <input 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 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 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		Yes		Yes		YES
<b><i>Active Transport (best practice is to choose a minimum of 6)</i></b>						
Safe or preferred routes to school are designated.		N/A		N/A		N/A
Activities such as participation in international Walk to School Week are promoted.		N/A		N/A		N/A
Crosswalks on streets leading to school are used.		N/A		N/A		N/A
Secure storage facilities for bicycles and helmet are present on school grounds.		N/A		N/A		N/A
Instruction on walking/bicycling safety is provided to students.		Yes		N/A		N/A

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Crossing guards are used.		N/A		N/A		N/A
Walking school buses are coordinated.		N/A		N/A		N/A
The number of children walking and/or biking to and from school is documented.		Yes - 0		Yes - 0		Yes-0
Maps of the school environment (sidewalks, crosswalks, roads, pathways, bike racks) are distributed.		N/A		N/A		N/A
Safe routes to school program is promoted to students, staff, parents via newsletters, websites, and local newspaper.		N/A		N/A		N/A

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.		Yes		Yes		YES
<i>Relationships with Community Partnerships</i>						
Hospitals	X		X		X	
Universities/colleges		Yes		Yes		YES
Local businesses		Yes		Yes		YES
SNAP-Ed (AZ Health Zone) Providers	X		C		X	
<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).		Yes		Yes		YES
Families are informed and invited to participate in school-sponsored activities and receive information about health promotion efforts.		Yes		Yes		YES
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.		Yes		Yes		YES
<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:</i>		Yes		Yes		YES
School implements the strategies listed below to support staff in actively promoting and modeling healthy eating and physical activity behaviors.		Yes		Yes		YES
<i>Strategy 1: Wellness Challenges</i>						
<i>Strategy 2: Wellness Wednesday Emails</i>						

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Strategy 3:						
Strategy 4:						
The school promotes staff member participation in health promotion programs.		Yes		Yes		YES
School has a healthy meeting policy for all events with available food options to optimize healthy food options.		Yes		Yes		YES
<b>Professional Learning YES</b>						
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.		Yes		Yes		YES
<b>Other Activities to Promote Wellness</b>						
Each school has a health professional on site for at least half the school day.		Yes		Yes		YES
The school hosts a health fairs.		Yes		Yes		YES
<i>Other: Safety Fair</i>		Yes		Yes		YES
<i>Other: Project Based Learning Fair</i>		Yes		Yes		YES
<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.*

<b>DISTRICT POLICY: SCHOOL MEALS STANDARDS</b>	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>	<b>in compliance</b>	<b>in compliance</b>	<b>in compliance</b>
<b>National School Lunch Program</b>			
Participates in the National School Lunch Program.	Yes	Yes	YES
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.	Yes	Yes	YES
___ percent of lunch items are prepared from scratch or made on site.			YE
Students are served lunch at a reasonable and appropriate time of the day.	Yes	Yes	YES
(Elementary only) Lunch follows recess to better support learning and healthy eating.			
Students have adequate time to eat: <input type="checkbox"/> Students have 10 minutes of seated time. <input type="checkbox"/> Students have 20 minutes of seated time.	Yes	Yes	YES

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<input type="checkbox"/> Students have 30 minutes of seated time (ADE best practice).			
<input checked="" type="checkbox"/> Students have <u>15</u> minutes of seated time.			
<b>School Breakfast Program</b>			
Participates in the School Breakfast Program.	Yes	Yes	YES
Breakfast meals served meet the new meal pattern requirements including minimum requirements for fruits/vegetables, whole-grain rich foods, and 2 varieties of milk.	Yes	Yes	YES
School provides breakfast in the classroom or via mobile grab and go carts.	Yes	Yes	YES
<b>School Meal Standards meet the following additional guidelines established by the district:</b>			
Meals are appealing and attractive to students.	Yes	Yes	YES
Meals are served in clean and pleasant settings.	Yes	Yes	YES
Local and/or regional products are incorporated into the school meal programs.	When possible	When possible	When possible
Fresh fruits and vegetables are served <u>5</u> times per week.	Yes	Yes	YES
Flavored milk is not served; school only offers low fat and fat free plain milk.	Low Fat Chocolate	<b>Low Fat - Chocolate</b>	<b>Low Fat - Chocolate</b>
Menus are created/reviewed by a Registered Dietitian or other certified nutrition professional.	Yes	Yes	YES
School meals are administered by a team of nutrition professionals.	Yes	Yes	YES
<i>Other:</i>			
<i>Other:</i>			
<i>Other:</i>			
<i>Other:</i>			
<i>Other:</i>			
<i>Other:</i>			
<i>Other:</i>			
<b>Water</b>			
Free, potable water is available to all students during the meal period.	Yes	Yes	YES
Water sources and containers are maintained on a regular basis to ensure good hygiene and health safety standards.	Yes	Yes	YES
Students are allowed to bring and carry approved water bottles with only water in them throughout the day.	Yes	Yes	YES



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<b>DISTRICT POLICY: COMPETITIVE FOOD AND BEVERAGES (SOLD TO STUDENTS)</b>	Year 1	Year 2	Year 3
<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>	<b>in compliance</b>	<b>in compliance</b>	<b>in compliance</b>
Foods and beverages sold outside the school meal programs meet the <a href="#">USDA Smart Snacks in School</a> 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.	Yes	Yes	YES
<input type="checkbox"/> A la carte			
<input type="checkbox"/> In student stores			
<input type="checkbox"/> In vending machines			
<input type="checkbox"/> Other:			
<b><i>Foods and beverages sold outside of the school meal programs meet the following additional guidelines established by the district:</i></b>			
All foods and beverages sold outside the school meal programs meet the <a href="#">USDA Smart Snacks in School</a> nutrition standards on the school campus at all times (midnight to midnight).	Yes	Yes	YES
<i>Guideline:</i>			
<i>Guideline:</i>			

<b>DISTRICT POLICY: CELEBRATIONS AND REWARDS (FOOD SERVED TO STUDENTS)</b>	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>	<b>in compliance</b>	<b>in compliance</b>	<b>in compliance</b>
<b><i>School Sponsored Events</i></b>			
Foods and beverages served to students in grades K-8 meet (or exceed) the USDA Smart Snacks in School nutrition standards, per the <a href="#">Arizona Nutrition Standards (ARS 15-242)</a> .	Yes	Yes	YES
Foods and beverages served to students in grades 9-12 meet (or exceed) the USDA Smart Snacks in School nutrition standards, per the <a href="#">Arizona Nutrition Standards (ARS 15-242)</a> .	Yes	Yes	YES
<b><i>Classroom Celebrations/Rewards</i></b>			
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.	Working on this	<b>Work in progress</b>	<b>In progress</b>
Parents and teachers receive a list of healthy party ideas, including non-food celebration ideas.	Working on this	<b>Work in progress</b>	<b>In progress</b>
Classroom snacks brought in by parents meet (or exceed) the USDA Smart Snacks in School nutrition standards.	Working on this	<b>Work in progress</b>	<b>In progress</b>
Parents receive a list of foods and beverages that meet the USDA Smart Snacks nutrition standards.	Working on this	<b>Work in progress</b>	<b>In progress</b>

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Food and beverage is not used as a reward.	Working on this	Work in progress	In progress
Teachers and other school staff receive a list of alternative ways to reward students.	Working on this	Work in progress	In progress
<i>The district has established additional guidelines for all foods and beverages served to students:</i>			
<i>Guideline:</i>			
<i>Guideline:</i>			
<i>Guideline:</i>			

<b>DISTRICT POLICY: FUNDRAISING</b>	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>	<b>in compliance</b>	<b>in compliance</b>	<b>in compliance</b>
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.	Working on this	Work in progress	In progress
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:	Working on this	Work in progress	In progress
<input checked="" 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.	Working on this	Work in progress	In progress
<input type="checkbox"/> 'Infrequent' as it relates to exempt fundraisers means: _____			
<input type="checkbox"/> An appropriate short duration for exempt fundraisers is defined as: _____			
<i>Notifying the Public of Fundraising Policy</i>			
The district fundraising policy is distributed to all parents/guardians.	Yes	Yes	YES
<i>The district has established additional guidelines for fundraising:</i>			
<i>Guideline:</i>			
<i>Guideline:</i>			
<i>Guideline:</i>			

<b>DISTRICT POLICY: FOOD AND BEVERAGE MARKETING</b>	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>	<b>in compliance</b>	<b>in compliance</b>	<b>in compliance</b>
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)	N/A	N/A	N/A
Vending machine exteriors			

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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			
Free product samples, taste tests, or coupons of a product or free samples displaying advertising of a product			

### 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.*

<b>COMMITTEE ROLE AND MEMBERSHIP</b>	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.	Yes		Yes		YES	
<input checked="" type="checkbox"/> District convenes a representative district wellness committee (DWC).	Yes		Yes		YES	
<input checked="" type="checkbox"/> District Wellness Committee meets <u>3</u> times per year.	Yes		Yes		YES	
<input checked="" type="checkbox"/> The public is notified of their ability to participate in the district wellness committee.	Yes		Yes		YES	
The public is notified of their ability to participate in the district wellness committee using the following methods:						
<input checked="" type="checkbox"/> Email	Yes		Yes		YES	
<input checked="" type="checkbox"/> Notices on district website	Yes		Yes		YES	
<input type="checkbox"/> Newsletters						
<input type="checkbox"/> Presentations to parents						
<input type="checkbox"/> Sending information home via flyers						
<input type="checkbox"/> Other:						

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<input checked="" type="checkbox"/> DWC <i>actively recruits</i> representation from:	Yes		<b>Yes</b>		YES	
<input checked="" type="checkbox"/> All school levels (elementary, middle, high)	Yes		<b>Yes</b>		YES	
<input checked="" type="checkbox"/> Parents/Caregivers	Yes		<b>Yes</b>		YES	
<input type="checkbox"/> Students						
<input checked="" type="checkbox"/> Representative from School Nutrition Programs	Yes		<b>Yes</b>		YES	
<input checked="" type="checkbox"/> Physical education teacher	Yes		<b>Yes</b>		YES	
<input checked="" type="checkbox"/> Health education teacher	Yes		<b>Yes</b>		YES	
<input checked="" type="checkbox"/> School health professionals (nurses)	Yes		<b>Yes</b>		YES	
<input checked="" type="checkbox"/> Mental health and social services staff (counselors, psychologists, social workers)	Yes		<b>Yes</b>		YES	
<input checked="" type="checkbox"/> Administrators	Yes		<b>Yes</b>		YES	
<input type="checkbox"/> School board members						
<input type="checkbox"/> Health professionals (dietitians, doctors, nurses)						
<input type="checkbox"/> The general public						
<input checked="" type="checkbox"/> DWC <i>has</i> representation from:	Yes		<b>Yes</b>		YES	
<input checked="" type="checkbox"/> All school levels (elementary, middle, high)	Yes		<b>Yes</b>		YES	
<input checked="" type="checkbox"/> Parents/Caregivers	Yes		<b>Yes</b>		YES	
<input type="checkbox"/> Students						
<input checked="" type="checkbox"/> Representative from School Nutrition Programs	Yes		<b>Yes</b>		YES	
<input checked="" type="checkbox"/> Physical education teacher	Yes		<b>Yes</b>		YES	

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

Yes

<b style="color: orange;">LEADERSHIP</b> <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>	Year 1		Year 2		Year 3	
	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 <u>          Marty Bassett - Superintendent          </u>	Yes		Yes		YES	
<input checked="" type="checkbox"/> There is a district-level official designated to <i>ensure all schools' compliance</i> with the policy. <input checked="" type="checkbox"/> Designee is <u>          Marty Bassett - Superintendent          </u>	Yes		Yes		YES	
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 <u>          Teacher at School Level and Superintendent chairs District Committee          </u>	Yes		Yes		YES	

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## IV. IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND NOTIFICATION

IMPLEMENTATION PLAN	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
<p><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></p> <p>School conducted a school-level assessment prior to developing an implementation plan. The assessment used was:</p> <p><input checked="" type="checkbox"/> The Alliance for a Healthier Generation Healthy Schools Program</p> <p><input checked="" type="checkbox"/> The School Health Index</p> <p><input type="checkbox"/> Action for Healthy Kids Game On program</p> <p><input type="checkbox"/> Other: _____</p>	Yes		Yes		YES	
<input checked="" type="checkbox"/> The district has a plan for implementation to manage and coordinate the execution of this wellness policy at each school.	Yes		Yes		YES	
<input checked="" type="checkbox"/> The plan includes roles, responsibilities, actions and timelines specific to each school and includes information about who will be responsible to make changes.	Yes		Yes		YES	
TRIENNIAL PROGRESS ASSESSMENTS	Year 1		Year 2		Year 3	
<p><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></p> <p><input checked="" type="checkbox"/> At least once every three years, the district evaluates compliance with the wellness policy.</p> <p>The evaluation includes: <b>Yes</b></p> <p><input checked="" type="checkbox"/> The extent to which <b>Yes</b> schools under the jurisdiction of the district are in compliance with the wellness policy.</p> <p><input checked="" type="checkbox"/> The extent to which the district's policy compares to the a model policy</p> <p><input checked="" type="checkbox"/> A description of the progress made in attaining the goals of the district's wellness policy.</p> <p><input checked="" type="checkbox"/> The district designated a person responsible for managing the triennial assessment: This designee is: _____ Marty Bassett - Superintendent _____</p>	Yes		Yes		YES	
	Yes		Yes		YES	
	Yes		Yes		YES	
	Yes		Yes		YES	
	Yes		Yes		YES	
REVISIONS AND UPDATING THE POLICY	Year 1		Year 2		Year 3	
<p><i>LEAs are required to update or modify the wellness policy as appropriate.</i></p> <p><input checked="" type="checkbox"/> Policy is updated when appropriate, including when:</p> <p><input checked="" type="checkbox"/> District priorities change</p> <p><input checked="" type="checkbox"/> Community needs change</p> <p><input checked="" type="checkbox"/> Wellness goals are met</p>	Yes		Yes		YES	
	Yes		Yes		YES	
	Yes		Yes		YES	
	Yes		Yes		YES	

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<input checked="" type="checkbox"/> New health science information emerges	Yes		Yes		YES	
<input checked="" type="checkbox"/> New state or federal guidance/standards are issues	Yes		Yes		YES	
<input checked="" type="checkbox"/> The DWC conducts an annual School Health Index at each school.	Yes		Yes		YES	
<input checked="" type="checkbox"/> Updates to the policy are made based on the results of the School Health Index.	Yes		Yes		YES	
<b>NOTIFICATION OF WELLNESS POLICY, POLICY UPDATES AND TRIENNIAL ASSESSMENT</b> <i>LEAs must make available to the public (1) at all times the wellness policy (2) on an annual basis, at minimum, any updates to and about the wellness policy, and (3) the Triennial Assessment which includes progress toward meeting their wellness goals and compliance with the written policy over a three year period.</i>	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
<b>Availability of the LWP</b>						
<input checked="" type="checkbox"/> The public has access to the LWP at all times.	Yes		Yes		YES	
<input checked="" type="checkbox"/> The wellness policy is posted online. The URL is: <u>www.pinalk12.org</u>	Yes		Yes		YES	
<b>Notification/Availability of Revisions and Updates to the LWP Yes</b>						
<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.	Yes		Yes		YES	
<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:	Yes		Yes		YES	
<input checked="" type="checkbox"/> Email	Yes		Yes		YES	
<input checked="" type="checkbox"/> Notices on district website	Yes		Yes		YES	
<input type="checkbox"/> Newsletters						
<input type="checkbox"/> Presentations to parents						
<input type="checkbox"/> Sending information home						
<input type="checkbox"/> Other						
<input checked="" type="checkbox"/> Communications include culturally and linguistically appropriate language.	Yes		Yes		YES	
<b>Availability of the Triennial Assessment</b>						
<input checked="" type="checkbox"/> The district actively notifies households of the availability of the triennial progress report.	Yes		Yes		YES	
<input checked="" type="checkbox"/> The triennial assessments are available to the public. The URL is: <u>www.pinalk12.org</u>	Yes		Yes		YES	
<b>RECORDKEEPING</b> <i>The district retains the following documents to demonstrate compliance with the wellness policy.</i>	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
Documentation kept on file includes:						
<input checked="" type="checkbox"/> Written wellness policy	Yes		Yes		YES	
<input checked="" type="checkbox"/> Documentation demonstrating it has been made available to the public	Yes		Yes		YES	

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<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	Yes		<b>Yes</b>		YES	
<input checked="" type="checkbox"/> Documentation to demonstrate compliance with the annual public notification requirements	Yes		<b>Yes</b>		YES	
<input checked="" type="checkbox"/> The most recent assessment on implementation of the school wellness policy	Yes		<b>Yes</b>		YES	
<input checked="" type="checkbox"/> Documentation demonstrating the most recent assessment on the implementation of the policy has been made available to the public.	Yes		<b>Yes</b>		YES	

School Year 2022/2023 Committee Members

Marty Bassett, Michelle Gonzalez Denise Carter, Lisa Raymond, Ector Rodriguez, Jesse Salazar, Kyler Peters, Jose Calderon, Sonya Martinez, Jennifer Peters, Melissa Puentes