

LOCAL WELLNESS POLICY FINAL RULE:

GUIDANCE AND TOOLS FROM ADE

LEARNING CODE (3230)
HOURS: 1½

April 26, 2017



OVERVIEW OF THE PRESENTATION

- This webinar is intended for School Nutrition Directors and program operators who are required to meet USDA requirements the local wellness policy as part of their National School Lunch Program operations.

- We'll be reviewing
 - The final rule requirements
 - The local wellness policy process
 - The local wellness policy in practice
 - The local wellness policy during an Administrative Review
 - Existing tools
 - ADE's newly released tools

USDA'S FINAL RULE FOR LOCAL WELLNESS POLICY

USDA FINAL RULE



United States Department of Agriculture

Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010: Summary of the Final Rule

What is a local school wellness policy?

A local school wellness policy ("wellness policy") is a written document that guides a local educational agency's (LEA) or school district's efforts to establish a school environment that promotes students' health, well-being, and ability to learn.

The wellness policy requirement was established by the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) Reauthorization Act of 2004 and further strengthened by the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). It requires each LEA participating in the National School Lunch Program and/or School Breakfast Program to develop a wellness policy. The final rule expands the requirements to strengthen policies and increase transparency. The responsibility for developing, implementing, and evaluating a wellness policy is placed at the local level, so the unique needs of each school under the LEA's jurisdiction can be addressed.

Provisions of the Final Rule

On July 29, 2016, the USDA Food and Nutrition Service (FNS) finalized regulations to create a framework and guidelines for written wellness policies established by LEAs. The final rule requires LEAs to begin developing a revised local school wellness policy during School Year 2016-2017. LEAs must fully comply with the requirements of the final rule by June 30, 2017.

Content of the Wellness Policy

At a minimum, policies are required to include:

- Specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. LEAs are required to review and consider evidence-based strategies in determining these goals.
- Standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day that are consistent with Federal regulations for:
 - School meal nutrition standards, and the
 - Smart Snacks in School nutrition standards.
- Standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties, classroom snacks brought by parents, or other foods given as incentives).
- Policies for food and beverage marketing that allow marketing and advertising of only those foods and beverages that meet the Smart Snacks in School nutrition standards.
- Description of public involvement, public updates, policy leadership, and evaluation plan.

Wellness Leadership

LEAs must establish wellness policy leadership of one or more LEA and/or school official(s) who have the authority and responsibility to ensure each school complies with the policy.

Public Involvement

At a minimum, LEAs must:

- Permit participation by the general public and the school community (including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, the school board, and school administrators) in the wellness policy process.



USDA Food and Nutrition Service

Triennial Assessments

The final rule requires State agencies to assess compliance with the wellness policy requirements as a part of the general areas of the administrative review every 3 years.

LEAs must conduct an assessment of the wellness policy every 3 years, at a minimum. This assessment will determine:

- Compliance with the wellness policy,
- How the wellness policy compares to model wellness policies, and
- Progress made in attaining the goals of the wellness policy.



Regulation

The proposed rule was published in the Federal Register, and the 60-day public comment period closed on April 28, 2014. FNS received 57,838 public comments that were considered in developing the final rule.

The final rule was published on July 29, 2016 and can be found online at: <http://www.fns.usda.gov/tl/local-school-wellness-policy>.

Resources

USDA Food and Nutrition Service's "School Nutrition Environment and Wellness Resources" Web site has information and resources on:

- Local school wellness policy process,
- Wellness policy elements,
- Success stories,
- Grants/funding opportunities, and
- Trainings.

Check it out! <http://healthymeals.nal.usda.gov/school-wellness-resources>



U.S. Department of Agriculture • Food and Nutrition Service • FNS-627 • July 2016 • USDA is an equal opportunity provider and employer.

Documentation

The State agency will examine records during the Administrative Review, including:

- Copy of the current wellness policy;
- Documentation on how the policy and assessments are made available to the public;
- The most recent assessment of implementation of the policy, and
- Documentation of efforts to review and update the policy, including who was involved in the process and how stakeholders were made aware of their ability to participate.

Updates to the Wellness Policy

The final rule requires that LEAs update or modify the wellness policy as appropriate.

Public Updates

The rule requires that LEAs must make available to the public:

- The wellness policy, including any updates to and about the wellness policy, on an annual basis, at a minimum, and
- The Triennial Assessment, including progress toward meeting the goals of the policy.

Model Wellness Policy – Thoroughly reviewed by USDA FNS, the Alliance for a Healthier Generation's model policy template is in compliance with the requirements set forth in the proposed rule and will be updated per the final rule.

Putting Local School Wellness Policies Into Action: Stories From School Districts and Schools

– The Centers for Disease Control and Prevention and USDA developed a compilation of 11 stories to help LEAs and schools implement wellness policies.

National Wellness Study Briefs – Bridging the Gap's research briefs highlight areas of opportunity for State agencies, LEAs, and schools to strengthen wellness policy components.

All LEAs must have an updated policy by July 1, 2017.
The first triennial assessment must be complete by 2020.

USDA FINAL RULE WRITTEN CONTENT

Content of the Wellness Policy

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- **Policies for food and beverage marketing** that allow marketing and advertising of only those foods and beverages that meet the Smart Snacks in School nutrition standards.
- **Description of public involvement, public updates, policy leadership, and evaluation plan.**

Goals for:

- Nutrition Promotion
- Nutrition Education
- Physical Activity and Physical Education
- Other School-Based Activities that Promote Wellness

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- **Description of public involvement, public updates, policy leadership, and evaluation plan.**

Policies for:

- School meal standards
- Competitive foods and beverages
- Foods served on campus
- Fundraising
- Marketing of foods and beverages

USDA FINAL RULE WRITTEN CONTENT

Content of the Wellness Policy

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- **Description of public involvement, public updates, policy leadership, and evaluation plan.**

Descriptions of:

- Public involvement and public notifications
- Leadership
- Evaluation plan

USDA FINAL RULE LEADERSHIP AND INVOLVEMENT

Wellness Leadership

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Public Involvement

At a minimum, LEAs must:

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USDA FINAL RULE ASSESSMENT

Triennial Assessments

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USDA FINAL RULE DOCUMENTATION

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- Documentation of efforts to review and update the policy, including who was involved in the process and how stakeholders were made aware of their ability to participate.

USDA FINAL RULE

UPDATING THE POLICY AND THE PUBLIC

Updates to the Wellness Policy

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Public Updates

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- The wellness policy, including any updates to and about the wellness policy, on an annual basis, at a minimum, and
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USDA FINAL RULE SUMMARY

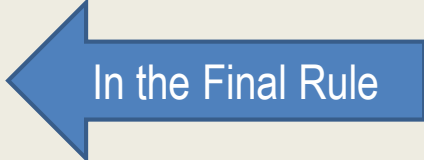

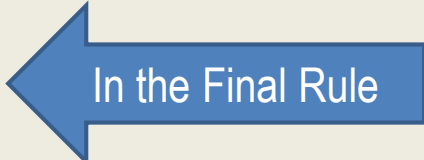
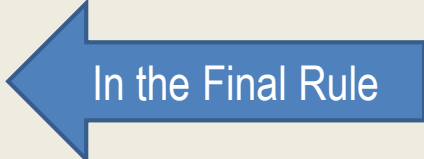
- Involve the public and create a written policy
 - Specific written requirements
 - Goals
 - Policies
 - Descriptions
 - Notify the public
- Update as needed and maintain documentation
- Triennial assessment
 - Progress toward goals
 - Compliance with policies
 - Comparison to a model policy
 - Notify the public

THE LWP PROCESS:
HOW DO YOU MEET THE
REQUIREMENTS OF THE
FINAL RULE?

LWP PROCESS

- 1 Write a plan and notify the public about it.
- 2 Implement the written plan.
- 3 Assess if the District followed the written plan.
- 4 Notify the public about the results of the assessment

LWP PROCESS

- 1 Write a plan and notify the public about it.  In the Final Rule
- 2 Implement the written plan.  Not mentioned in the Final Rule
- 3 Assess if the District followed the written plan.  In the Final Rule
- 4 Notify the public about the results of the assessment.  In the Final Rule

1

CREATE A WRITTEN PLAN AND NOTIFY THE PUBLIC

Plan needs to contain all required elements of the LWP:

Goals for:

- Nutrition education
- Nutrition promotion
- Physical activity and physical education
- Other school-based activities that promote student wellness

Policies about:

- School meal standards
- Competitive foods and beverages
- Foods served on campus
- Fundraising
- Marketing of foods and beverages

Description of:

- Public involvement,
- Public updates,
- Policy leadership and;
- Evaluation plan



2

IMPLEMENT THE WRITTEN PLAN

- Complete activities that support the goals and implement the policies listed in the LWP.
- USDA does not specify what is required for this step. LEAs have the flexibility to do any wellness activities that are appropriate for their district's goals, and they can implement the various policies in whatever way is best for them.
 - LEAs can do as much or as little work in school wellness as they would like.



3

ASSESS IF THE DISTRICT FOLLOWED THE WRITTEN PLAN

- During the triennial assessment, LEAs will assess:
 - Their progress toward goals;
 - Compliance with the policies;
 - How the policy compares with a model policy.



4

NOTIFY THE PUBLIC OF THE ASSESSMENT RESULTS

- Once the assessment is complete, LEAs must make the results available to the public.
 - This should be done in a manner consistent with other district communications;
 - Encouraged to post it on the district and/or Child Nutrition Program webpages at a minimum.



BIRTHDAY PARTY ANALOGY

1

Write down a party plan

Minimum framework for a kid's birthday party:

- Dessert
- Games
- Decorations
- Help with day of party (supervision, games, dessert)
- Kid Favors

BIRTHDAY PARTY ANALOGY

1

Write down a party plan

Model Party Plan Checklist

Dessert:

- ☐ Cake
- ☐ Cupcakes
- ☐ Cake Pops

Games:

- ☐ Superhero Crawl
- ☐ Piñata
- ☐ Balloon baskets
- ☐ Face Painting
- ☐ Relay Races

Decorations:

- ☐ Streamers
- ☐ Balloons
- ☐ Superhero signs
- ☐ Superhero stand ups
- ☐ Table cloths

Help with day of party:

- ☐ Aunt Keri
- ☐ Aunt Stacy
- ☐ Uncle Fred
- ☐ Neighbors

Kid Favors:

- ☐ Goodie bags with toys
- ☐ Goodie bags with candy
- ☐ Take home balloon

BIRTHDAY PARTY ANALOGY

1

Write down a party plan and notify friends

Model Party Plan Checklist

Dessert:

- ☒ Cake
- ☒ Cupcakes
- ☐ Cake Pops

Games:

- ☒ Superhero Crawl
- ☐ Piñata
- ☒ Balloon baskets
- ☐ Face Painting
- ☐ Relay Races

Decorations:

- ☒ Streamers
- ☒ Balloons
- ☒ Superhero signs
- ☐ Superhero stand ups
- ☒ Table cloths

Help with day of party:

- ☒ Aunt Keri
- ☐ Aunt Stacy
- ☐ Uncle Fred
- ☐ Neighbors

Kid Favors:

- ☒ Goodie bags with toys
- ☐ Goodie bags with candy
- ☐ Take home balloon



You're invited
to our party!!!

BIRTHDAY PARTY ANALOGY

1

Write down a party plan

My Party Plan:

Dessert:

- ☐ Cupcakes

Games:

- ☐ Superhero Crawl
- ☐ Balloon baskets

Decorations:

- ☐ Streamers
- ☐ Balloons
- ☐ Superhero signs
- ☐ Table cloth

Help with day of party:

- ☐ Aunt Keri

Kid Favors:

- ☐ Goodie bags with toys



BIRTHDAY PARTY ANALOGY

2

Implement the party plan

My Party Plan:

Dessert:

- ☐ Cupcakes

Games:

- ☐ Superhero Crawl
- ☐ Balloon baskets

Decorations:

- ☐ Streamers
- ☐ Balloons
- ☐ Superhero signs
- ☐ Table cloth

Help with day of party:

- ☐ Aunt Keri

Kid Favors:

- ☐ Goodie bags with toys



BIRTHDAY PARTY ANALOGY



Updates along the way.

The screenshot shows a Facebook news feed. At the top is a dark blue header with the Facebook 'f' logo and a search bar labeled 'Search Facebook'. Below the header, the left sidebar contains the profile of 'Erin Nurss Raczynski', a 'News Feed' button, and a 'Messenger' button. The main feed area displays two posts. Each post has a 'Create a Post' button and a 'Photo/Video Album' button. The first post features a photo of a woman holding a child and the text: 'Why are super hero signs so hard to find?? Maybe we'll just have to do without them this year.' The second post features the same photo and the text: 'Got the cupcakes! They look delicious!'. At the bottom of the feed, there are buttons for 'Photo/Video', 'Feeling/Activity', and a three-dot menu.

Search Facebook

Erin Nurss Raczynski

News Feed

Messenger

SHORTCUTS

Create a Post | Photo/Video Album

Why are super hero signs so hard to find?? Maybe we'll just have to do without them this year.

Create a Post | Photo/Video Album

Got the cupcakes! They look delicious!

Photo/Video | Feeling/Activity | ...

BIRTHDAY PARTY ANALOGY

2

Implement the party plan

it's
Party
time



BIRTHDAY PARTY ANALOGY



Updates along the way.

The screenshot shows a Facebook interface with a dark blue header containing the Facebook logo and a search bar labeled "Search Facebook". On the left sidebar, there is a profile picture and name for "Erin Nurss Raczynski", followed by links for "News Feed" and "Messenger". The main content area displays two posts from the same user. Each post has a header with "Create a Post" and "Photo/Video Album" options. The first post features a photo of a child and the text "It's party time! Can't wait to celebrate our superhero!". The second post features the same photo and the text "It's too windy... I don't think we'll get to do balloon baskets.". At the bottom of the second post, there are buttons for "Photo/Video", "Feeling/Activity", and a three-dot menu.

BIRTHDAY PARTY ANALOGY

3

Assess if the party followed the plan

My Party Plan:

Dessert:



Cupcakes

Games:



Superhero Crawl



Balloon baskets

Decorations:



Streamers



Balloons



Superhero signs



Table cloth

Help with day of party:



Aunt Keri

Kid Favors:



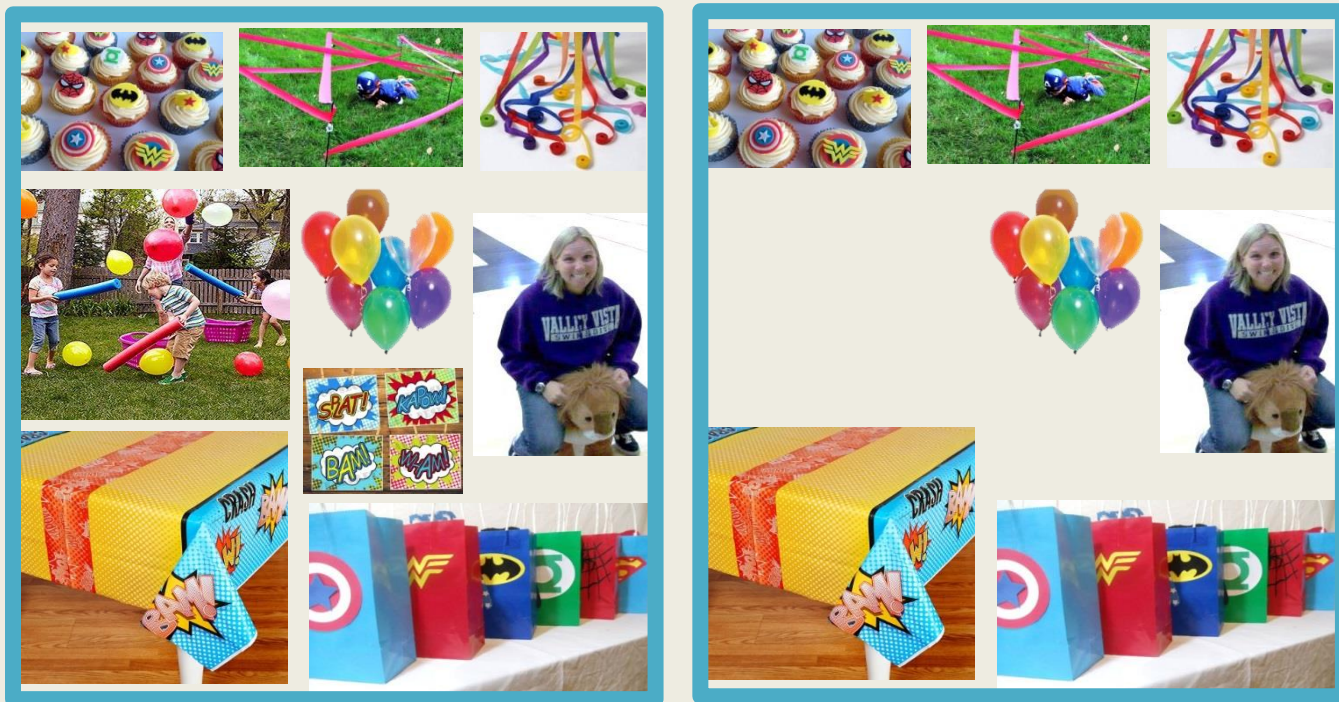
Goodie bags with toys



BIRTHDAY PARTY ANALOGY

3

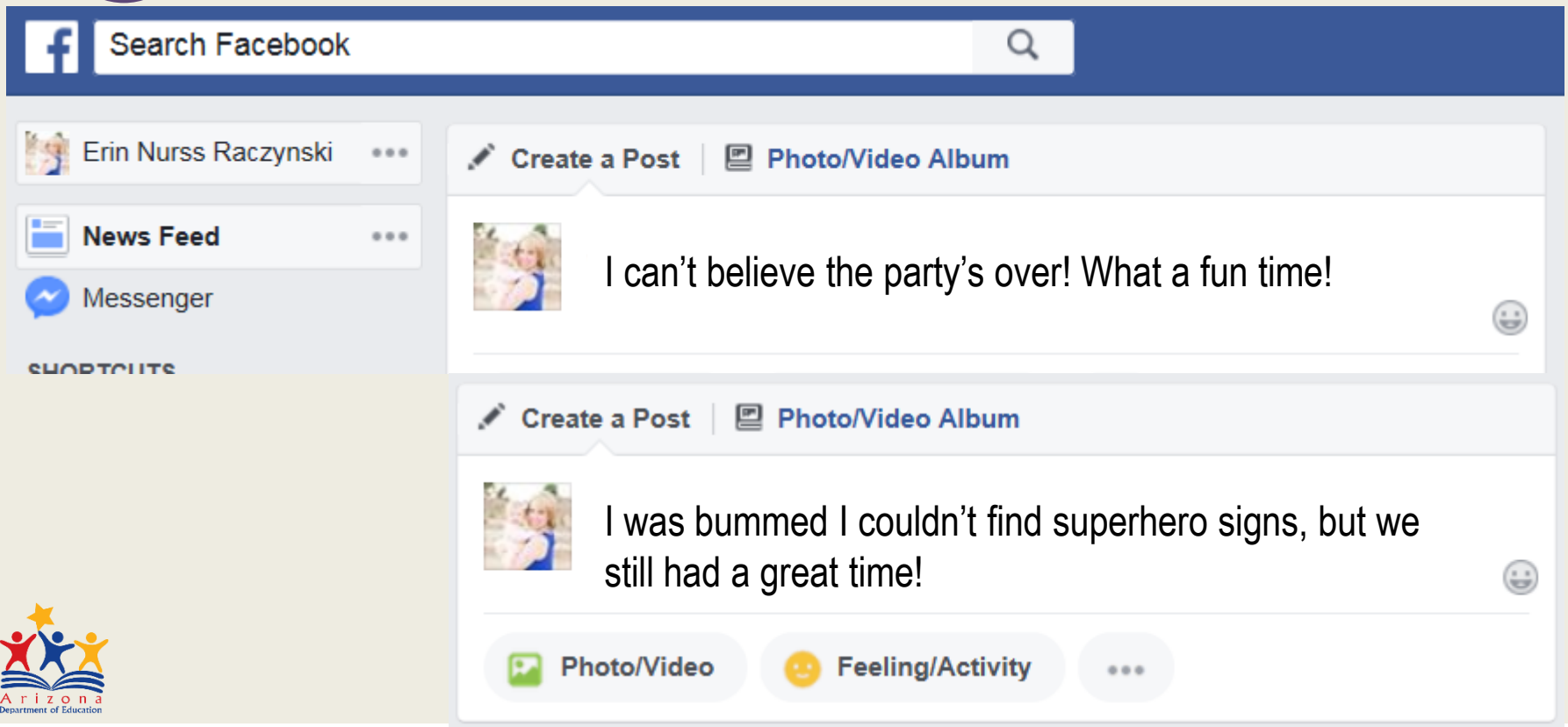
Assess if the party followed the plan



BIRTHDAY PARTY ANALOGY

4

Notify the public of the results.



BIRTHDAY PARTY ANALOGY

4

Notify the public of the results.

The screenshot shows a Facebook interface. At the top is a dark blue header with the Facebook logo and a search bar labeled "Search Facebook". Below the header is a navigation bar with "Erin Nurss Raczynski" and "Create a Post" and "Photo/Video Album" buttons. The main content area shows two posts. The first post is by Erin Nurss Raczynski and features a photo of a child crawling through a red ribbon obstacle course. The text of the post is "I loved seeing all the kids try the superhero crawl!". The second post is also by Erin Nurss Raczynski and features a photo of a woman sitting on a horse. The text of the post is "Shout out to Aunt Keri for all her help with the party!". At the bottom of the second post are buttons for "Photo/Video", "Feeling/Activity", and a three-dot menu.

Search Facebook

Erin Nurss Raczynski

Create a Post Photo/Video Album

News Feed Messenger

SHORTCUTS

I loved seeing all the kids try the superhero crawl!

Create a Post Photo/Video Album

Shout out to Aunt Keri for all her help with the party!

Photo/Video Feeling/Activity

BIRTHDAY PARTY ANALOGY- ASSESSMENT

3

Assess if the party followed the plan

Assess if what I wrote down actually occurred.

We determined if the activities occurred:

- Items I wrote on my written plan
 - *I said I was going to get cupcakes. I got cupcakes.*
 - *I said I was going to get superhero signs. I did not get superhero signs.*

We did not look at:

- Items I did not include in my written plan
 - *Other dessert options like cake pops.*
- The quality of my items
 - *No one liked the cupcakes.*
- A pass/fail outcome
 - *I didn't get superhero signs, I have failed.*

ASSESSMENT IN THE FINAL RULE

Assess compliance with the policy and progress toward meeting the goals in the written policy.

ASSESSMENT IN THE FINAL RULE

Assess compliance with the policy and progress toward meeting the goals in the written policy.

My Party Plan

Dessert:

- ☐ Cupcakes

Games:

- ☐ Superhero Crawl
- ☐ Balloon baskets

Decorations:

- ☐ Streamers
- ☐ Balloons
- ☐ Superhero signs
- ☐ Table cloth

Help with day of party:

- ☐ Aunt Keri

Kid Favors:

- ☐ Goodie bags with toys

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I accomplished 7 of the 9 plans I made for my party!

ASSESSMENT IN THE FINAL RULE

Assess how the policy compares to a model wellness policy.

ASSESSMENT IN THE FINAL RULE

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Model Party Plan

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- ☐ Goodie bags with toys
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- ☐ Superhero stand ups
- ☐ Table cloths

My party plan incorporated 9 actions out of a possible 20 actions I could've done for the perfect party.

Kid Favors:

- ☐ Goodie bags with toys
- ☐ Goodie bags with candy
- ☐ Take home balloon

Party Plan

Dessert:

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Games:

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- ☐ Balloons
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- ☐ Table cloth

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My party plan incorporated 9 actions out of a possible 20 actions I could've done for the perfect party.

Kid Favors:

- ☐ Goodie bags with toys

I only accomplished 7 of the actions I wrote down. Next time I'm going to try for the same 9 actions.

- ☐ Table cloths

Party Plan

Dessert:

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Party Plan

Dessert:

- ☐ Cupcakes

Games:

- ☐ Superhero Crawl
- ☐ Balloon baskets

Decorations:

- ☐ Streamers

Even though I only accomplished 7 actions, I can plan ahead. Next time I will try to incorporate 12 actions.

- ☐ Goodie bags with toys

ASSESSMENT IN THE FINAL RULE

Assess how my party compared to the perfect party checklist.

ASSESSMENT IN THE FINAL RULE

Assess how my party compared to the perfect party checklist.

Model Party Plan

Dessert:

- ☐ Cake
- ☒ Cupcakes
- ☐ Cake Pops

Games:

- ☒ Superhero Crawl
- ☐ Piñata
- ☐ Balloon baskets
- ☐ Face Painting
- ☐ Relay Races

Decorations:

- ☒ Streamers
- ☒ Balloons
- ☐ Superhero signs
- ☐ Superhero stand ups
- ☒ Table cloths

Help with day of party:

- ☒ Aunt Keri
- ☐ Aunt Stacy
- ☐ Uncle Fred
- ☐ Neighbors

Kid Favors:

- ☒ Goodie bags with toys
- ☐ Goodie bags with candy
- ☐ Take home balloon

ASSESSMENT IN THE FINAL RULE

Assess how my party compared to the perfect party checklist.

Model Party Plan

Dessert:

- ☐ Cake
- ☒ Cupcakes
- ☐ Cake Pops

Games:

- ☒ Superhero Crawl
- ☐ Piñata
- ☐ Balloon baskets
- ☐ Face Painting
- ☐ Relay Races

Decorations:

- ☒ Streamers
- ☒ Balloons
- ☐ Superhero signs
- ☐ Superhero stand ups
- ☒ Table cloths

Help with day of party:

- ☒ Aunt Keri
- ☐ Aunt Stacy
- ☐ Uncle Fred
- ☐ Neighbors

Kid Favors:

- ☒ Goodie bags with toys
- ☐ Goodie bags with candy
- ☐ Take home balloon

ASSESSMENT IN THE FINAL RULE

Assess how my party compared to the perfect party checklist.

Model Party Plan

Desserts

I didn't write down that I was going to get cake pops for my party.

Games

I don't need to measure if I got cake pops!

Decorations:

- ☒ Streamers
- ☒ Balloons
- ☒ Superhero signs
- ☐ Superhero stand ups
- ☒ Table cloths

SUMMARY OF ASSESSMENT IN THE FINAL RULE

- The Final Rule specifies that you must assess:
 - Progress toward meeting the goals in the written policy;
 - Compliance with the policies written in the police;
 - How the policy compares to a model.

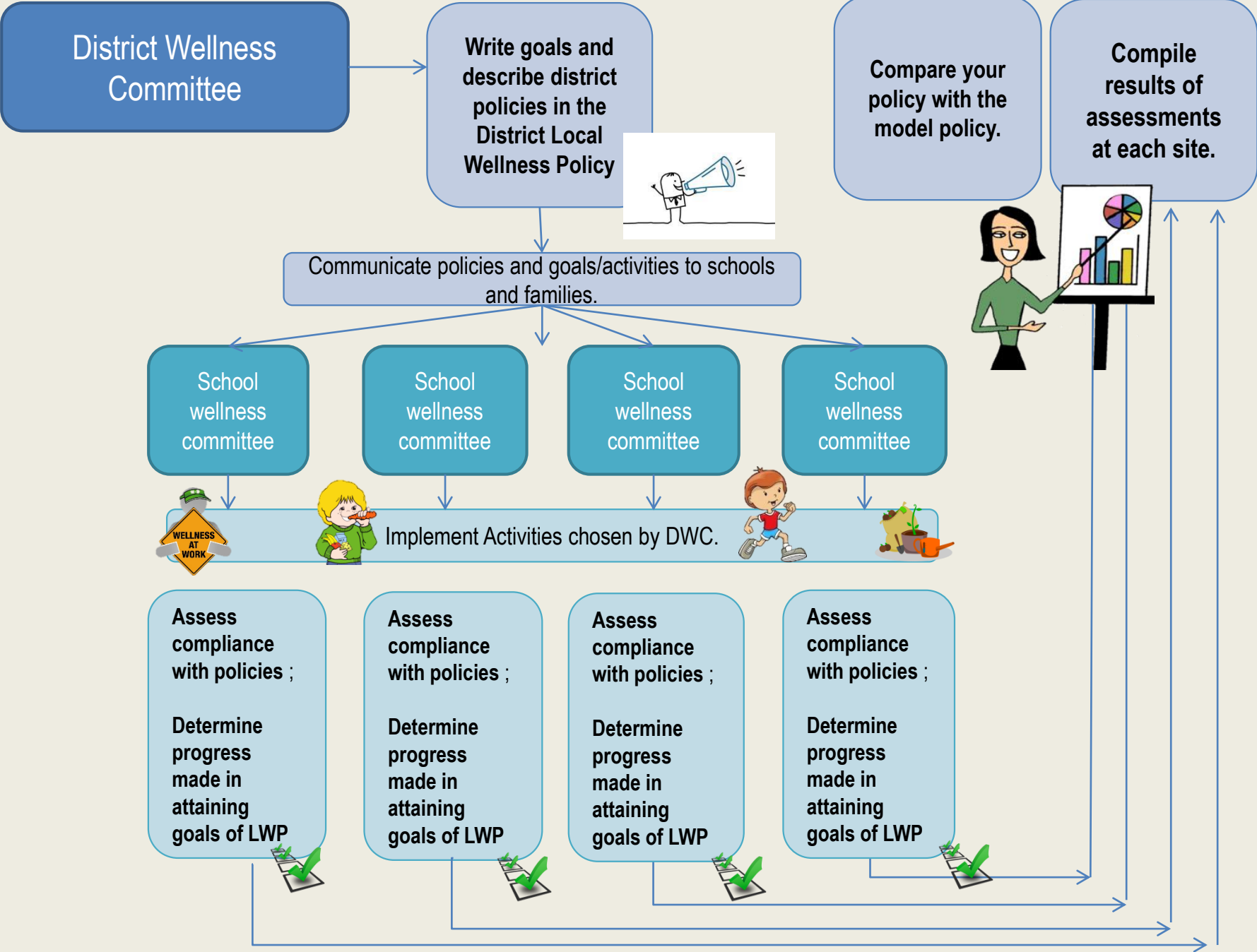
Triennial Assessments

The final rule requires State agencies to assess compliance with the wellness policy requirements as a part of the general areas of the administrative review every 3 years.

LEAs must conduct an assessment of the wellness policy every 3 years, at a minimum. This assessment will determine:

- Compliance with the wellness policy,
- How the wellness policy compares to model wellness policies, and
- Progress made in attaining the goals of the wellness policy.

THE LOCAL WELLNESS POLICY IN PRACTICE



LWP COMPLIANCE DURING THE ADMINISTRATIVE REVIEW

LWP COMPLIANCE DURING THE ADMINISTRATIVE REVIEW

- Off-Site Assessment Tool
 - Completed before the reviewer is on site

Module: Local School Wellness Policy	
1000.	<p>Provide a copy or appropriate web address of the current Local School Wellness Policy. (Check if attached.) <input type="checkbox"/></p> <p>Are the minimum required elements written into the Local School Wellness Policy?</p>
Comments:	
1001.	<p>How does the public know about the Local School Wellness Policy? Provide documentation to support the response (or appropriate web address(es)).</p>
Comments:	

LWP COMPLIANCE DURING THE ADMINISTRATIVE REVIEW

1002.	When and how does the review and update of the Local School Wellness Policy occur? Provide documentation to support the response (or appropriate web address(es)).
Comments: <div></div>	
1003.	a. Who is involved in reviewing and updating the Local School Wellness Policy? b. What is their relationship with your school system?
Comments: <div>a.</div> <div>b.</div>	

LWP COMPLIANCE DURING THE ADMINISTRATIVE REVIEW

1004.

How are potential stakeholders made aware of their ability to participate in the development, review, update, and implementation of the Local School Wellness Policy? Provide documentation to support the response (or appropriate web address(es)).

Comments:

1005.


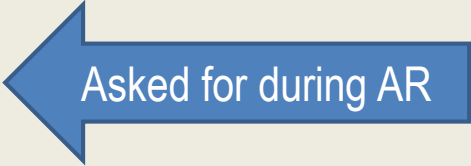



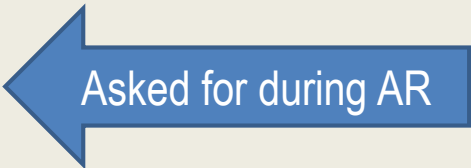

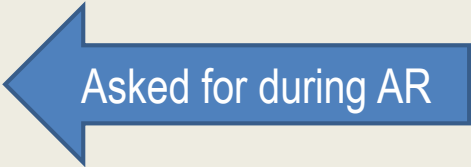
Attach a copy of the most recent assessment on the implementation of the Local School Wellness Policy. (Check if attached.) ☐

1006.

How does the public know about the results of the most recent assessment on the implementation of the Local School Wellness Policy? Provide documentation to support the response (or appropriate web address(es)).

Comments:

LWP PROCESS

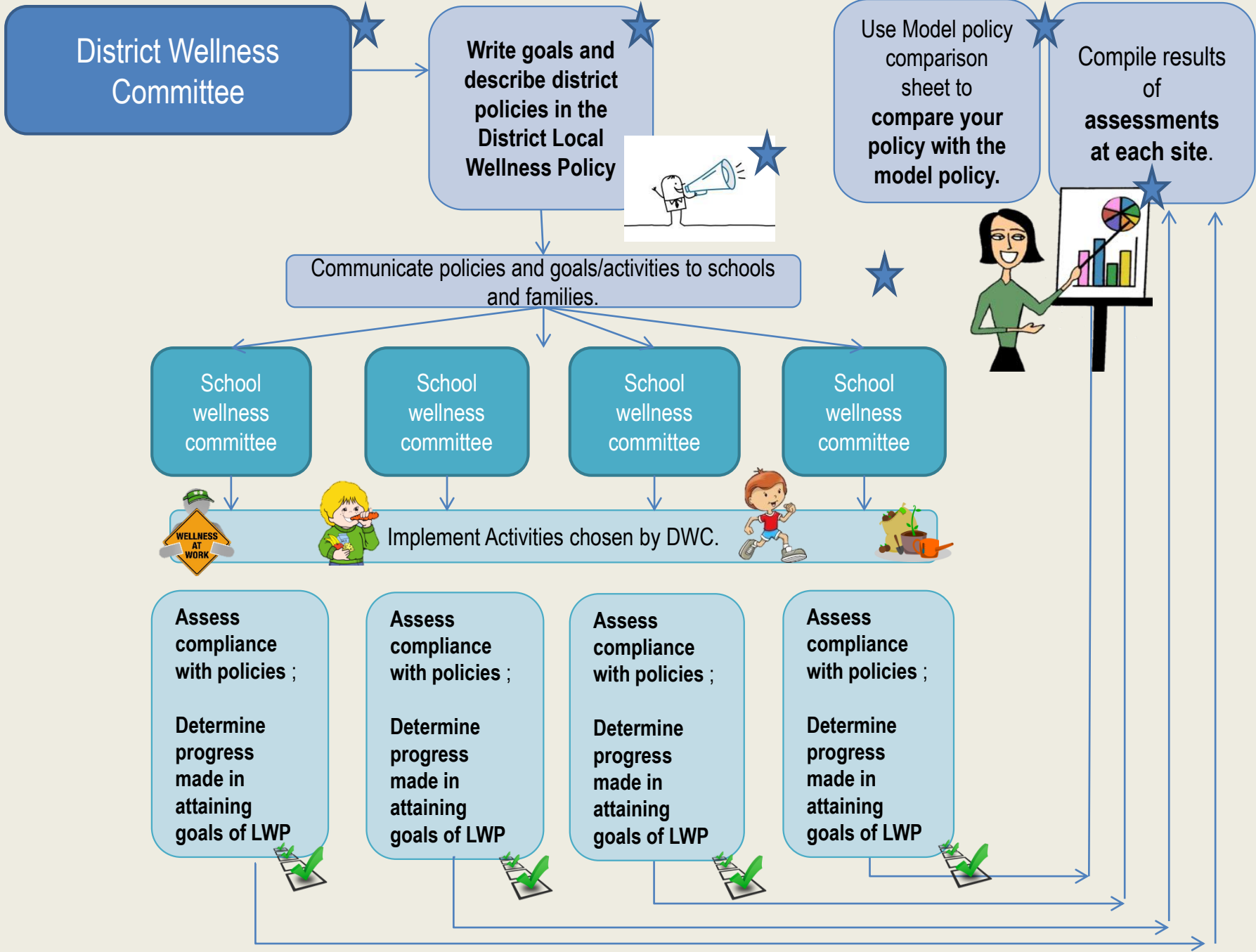
-  Write a plan and notify the public about it. 
-  Implement the written plan. 
-  Assess if the District followed the written plan. 
-  Notify the public about the results of the assessment. 

COMPLIANCE

- The Administrative Review is looking to see if an assessment of implementation was conducted and made public.
- The LEA's assessment of their progress toward goals and compliance with the policies measures quality of LWP implementation.
 - Policy says each school will hang 20 nutrition posters.
 - During an Administrative Review, 0 nutrition posters are seen hanging on the walls.
 - If the LEA can show they conducted an assessment, found that 0 posters are hung at each school and made the results available to the public, they are in compliance with USDA's Final Rule.
 - They would be out of compliance with their local wellness policy.

ACCOUNTABILITY

- For the purposes of NSLP, you are held accountable for meeting the requirements of the final rule:
 - Written policy with required elements;
 - Appropriate public involvement and leadership
 - Completed assessments
 - Appropriate public notification about involvement, policy, and assessments
- For the purposes of student health and wellness, you are accountable to students and families for implementing the actions written in the policy.
 - How are you working toward the goals?
 - How are the policies being implemented?
 - Are you being transparent in your efforts?



ADDITIONAL ACCOUNTABILITY

- Every Student Succeeds Act (ESSA)
 - The state plan has been submitted and the details are being worked through.
 - There will likely be a requirement for a comprehensive needs assessment.
 - Local wellness policy may also be included as a measure of school accountability.
- Unique opportunity to have conversations about meeting the non-academic needs of students.
- Talk with your administrators and consider how you can be involved in the ESSA process on the local level.

EXISTING TOOLS RELATED TO WELLNESS POLICY

SCHOOL HEALTH INDEX

- A **site-level** self-assessment and planning guide that helps schools identify strengths and weaknesses of the schools' policies and programs when it comes to health and safety.
- 8 modules
 - School health and safety practices
 - Health education
 - Physical education and other physical activity programs
 - Nutrition services
 - School health services
 - School counseling, psychological and social services
 - Health promotion for staff
 - Family and community involvement
- This tool does not measure district level compliance with their policy. It is **assessing the school environment**, and information gathered can be used to identify where changes are needed.

WELLSAT

- A tool that assesses the ***comprehensiveness and strength*** of the written school wellness policies at the ***district level***.
- 6 sections
 - Nutrition education
 - Standards for USDA's Child Nutrition Programs and School meals
 - Nutrition standards for competitive foods and other beverages
 - Physical education and physical activity
 - Wellness promotion and marketing
 - Implementation, evaluation, and communication
- This tool does not measure implementation or compliance with policies.

ALLIANCE'S HEALTHIER SCHOOLS PROGRAM

- A **site-level** checklist that measures implementation of the Alliance's model wellness policy.
- 6 sections
 - School health and safety policies and environment
 - Health education
 - Physical education and other physical activity programs
 - Nutrition services
 - Health promotion for staff
 - Family and community involvement
- This asks about implementation of actions above and beyond what might be written in the district's policy. It's essentially assessing the school's implementation of the model policy.

ACTION FOR HEALTHY KIDS GAME ON!

- A program that provides the framework for doing the work related to wellness policy.
 - Adapted site and district level SHI
 - Suggested action plans
 - Suggested resources to implement the action plans
- This tool helps schools/districts do the work around LWP.

ADE'S TOOLS

ADE'S LWP TOOLS

Why do we need LWP tools?

- Help LEAs recognize and include all WRITTEN requirements in their LWPs.
 - *LWP Template*
- Make the goals and policies measurable to create the framework for implementation and assessment.
 - *Activity and Assessment Tool*
- Assess how the district's policy compares with a model policy.
 - *Model Policy Comparison Tool*

ADE'S TOOLS


- Tools are intended to help create a framework for meeting the requirements of the final rule.
- Strongly encourage you to use the tools, but they are not required.
- Our goal is to provide tools that will assist you in doing the work involved in writing, implementing, and assessing local wellness policy efforts.

ADE'S LWP TOOLS

Activity and Assessment Tool

- Intended to create framework for implementation and assessment.
- Includes space to monitor progress over 3 year time frame.
- Can be used to identify actions before the policy is written or it can be used as an action plan/addendum to a policy that is already in place.

Local Wellness Policy Activity and Assessment Tool



About the Local Wellness Policy Activity and Assessment Tool

Not only are LEAs required to have a written local wellness policy (LWP), but LEAs are also required to assess if you actually did what you have written every three years. Some written components are easier to ask the question, "Did I do this?" than others. ADE recommends using this tool to document the exact actions you expect to be completed/working on to determine if you are doing what you said you would be. ADE has provided a list of actions as ideas for your District Wellness Committee to select from. Note, you should have at least one some actions selected from each section, but you not required to select them all. Actions that are pre-checked off are actions you must assess. ADE recommends, but you are not required, to write each of the actions selected below in your LWP.


I. WELLNESS GOALS

Select the activities that reflect the actions or potential actions of your district in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and Other Activities to Promote Student Wellness. For each section, choose the activities you'll implement and determine how many schools will work toward implementing the activities. Then, use the activities selected to write a goal in each area on the *LWP Template*. When you monitor implementation, you should determine how many of those schools successfully completed the action.

GOAL: NUTRITION PROMOTION <i>Nutrition Promotion includes activities and participation in programs that promote and reinforce health and emphasize the school's commitment to a healthy school nutrition environment.</i>	Year 1		Year 2		Year 3	
	# schools working on this action	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action
<input type="checkbox"/> District encourages participation in meal programs.						
<input type="checkbox"/> School meal program menus are posted on the district website or individual school sites.						
<input type="checkbox"/> Menus include nutrient content and ingredients.						
<input type="checkbox"/> Participation in meal programs is promoted to families.						
<input type="checkbox"/> 100% of foods and beverages promoted to students meet <i>USDA's Smart Snacks in Schools</i> standards.						
Farm to School Activities (best practice is to choose a minimum of 4 activities):						
<input type="checkbox"/> Local and/or regional products are incorporated into the school meal program.						
<input type="checkbox"/> Messages about agriculture and nutrition are reinforced throughout the learning environment.						
<input type="checkbox"/> School hosts a school garden.						
<input type="checkbox"/> School hosts field trips to local farms.						
<input type="checkbox"/> School utilizes promotions or special events to highlight local/regional products.						

ADE'S TOOLS

Activity and Assessment Tool



About the Local Wellness Policy Activity and Assessment Tool

LEAs are required to have a written local wellness policy (LWP), and at least once every three years, they must assess the implementation of what is written in the policy. Some written components can be easily assessed by using the question, "Did we do that?" while others are more difficult to measure. ADE recommends using this tool to document the most 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 setting goals and policies in the LWP. Items 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 goals for the selected actions from your LWP. This tool is designed to be an action plan that guides your implementation and assessment of your LWP.

I. WELLNESS GOALS

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

GOAL: NUTRITION PROMOTION

Nutrition Promotion involves activities and participation in programs that promote and reinforce health and emphasize the effort's commitment to healthy school nutrition assessment.

- ☐ District encourages participation in meal programs in appropriate (School Breakfast, National School Lunch, Afternoon Care Snack, Fresh Fruit and Vegetable Program, etc.).
- ☐ School meal program menus are posted on the district website or individual school sites.
- ☐ Menu include common core and vegetables.
- ☐ Participation in meal programs is promoted to families.
- Form to School Activities (best practice is to choose a minimum of 4 activities):**
- ☐ Local and/or regional products are incorporated into the school meal program.
- ☐ Messages about agriculture and nutrition are reinforced throughout the learning environment.
- ☐ School hosts a school garden.
- ☐ School hosts field trips to local farms.
- ☐ School utilizes presentations or special events to highlight local/regional products.

Local Wellness Policy Activity and Assessment Tool

II. DISTRICT POLICIES

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

	Year 1	Year 2	Year 3
DISTRICT POLICY: SCHOOL MEALS STANDARDS			
At a minimum, the school meal standards should meet the New Meal Pattern requirements. LEAs can establish additional standards important to the district. This action should also include standards for the meal service area, menu composition (use of local products) and guidelines for water availability during meals.	% of schools in compliance	% of schools in compliance	% of schools in compliance

National School Lunch Program

- ☒ All schools in the district participate in the National School Lunch Program.
- ☒ Lunch meals served meet the new meal pattern requirements including minimum requirements for fruits, vegetables, whole grains, rich foods, meat/meat alternatives and 3 varieties of milk.
- ☐ _____ percent of lunch items will be prepared from scratch or made on site.
- ☐ Students are served lunch at a reasonable and appropriate time of the day.
- ☐ Lunch follows needs to better support learning and healthy eating.
- ☐ Students have adequate time to eat:
 - ☐ Students have 10 minutes of seated time
 - ☐ Students have 20 minutes of seated time
 - ☐ Students have 30 minutes of seated time (ADE best practice)
 - ☐ Students have _____ minutes of seated time

School Breakfast Program

- ☒ All schools in the district participate in the School Breakfast Program.
- ☒ Breakfast meals served meet the new meal pattern requirements including minimum requirements for fruits, whole grains, rich foods, and 2 varieties of milk.
- ☐ The district encourages schools to provide breakfast in the classroom or via mobile grab and go carts.

School Meal Standards meet the following additional guidelines established by the district:

- ☐ Meals are appealing and attractive to students.
- ☐ Meals are served in clean and pleasant settings.
- ☐ Local and/or regional products are incorporated into the school meal programs.
- ☐ Fresh fruits and vegetables are served _____ times per week.
- ☐ Flavored milk is not served. District only offers low fat and fat free plain milk.

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.

Local Wellness Policy Activity and Assessment Tool

	Year 1	Year 2	Year 3
COMMITTEE ROLE AND MEMBERSHIP			
The district must notify the public of their ability to participate in the LWP process. LEAs should establish details of how the LWP will be convened and how it will operate.	YES	NO	YES
<input type="checkbox"/> District convenes a representative district wellness committee (DWC).			
<input type="checkbox"/> District Wellness Committee meets _____ times per year.			
<input type="checkbox"/> The public is notified of their ability to participate in the district wellness committee.			
The public is notified of their ability to participate in the district wellness committee using the following methods:			
<input type="checkbox"/> Notices on district website			
<input type="checkbox"/> Newsletters			
<input type="checkbox"/> Presentation to parents			
<input type="checkbox"/> Sending information home via flyers			
<input type="checkbox"/> Other: _____			
<input checked="" type="checkbox"/> DWC actively recruits representation from:			
<input checked="" type="checkbox"/> All school levels (elementary, middle, high)			
<input type="checkbox"/> Parents/Caregivers			
<input type="checkbox"/> Students			
<input type="checkbox"/> Representative from School Nutrition Programs			
<input type="checkbox"/> Physical education teacher			
<input type="checkbox"/> Health education teacher			
<input type="checkbox"/> School health professionals (nurses)			
<input type="checkbox"/> Mental health and social services staff (counselors, psychologists, social workers)			
<input type="checkbox"/> Administrators			
<input type="checkbox"/> School board members			

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.

Local Wellness Policy Activity and Assessment Tool

	Year 1	Year 2	Year 3
IMPLEMENTATION PLAN			
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.	YES	NO	YES
<input type="checkbox"/> Schools conducted a school-level assessment prior to developing an implementation plan. The assessment used was: <ul style="list-style-type: none"> <input type="checkbox"/> The Alliance for a Healthier Generation Healthy Schools Program; <input type="checkbox"/> The School Health Index; <input type="checkbox"/> Action for Healthy Kids Game On program; <input type="checkbox"/> Other program: _____ 			
<input type="checkbox"/> The district has a plan for implementation to manage and coordinate the execution of this wellness policy at each school.			
<input 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.			

TRIENNIAL PROGRESS ASSESSMENTS

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.

Local Wellness Policy Activity and Assessment Tool

	Year 1	Year 2	Year 3
<input checked="" type="checkbox"/> At least once every three years, the district evaluates compliance with the wellness policy.	YES	NO	YES
The evaluation includes:			
<input type="checkbox"/> The extent to which schools under the jurisdiction of the district are in compliance with the wellness policy.			
<input type="checkbox"/> The extent to which the district's policy compares to the model policy.			
<input type="checkbox"/> A description of the progress made in attaining the goals of the district's wellness policy.			
<input type="checkbox"/> The district designated a person responsible for managing the triennial assessment. This designee is: _____			

ADE'S TOOLS

Activity and Assessment Tool

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

ADE'S TOOLS

Activity and Assessment Tool

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. 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	% of schools in compliance
National School Lunch Program			
<input checked="" type="checkbox"/> All schools in the district participate in the National School Lunch Program.			
<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.			
<input type="checkbox"/> ____ percent of lunch items will be prepared from scratch or made on site.			
<input type="checkbox"/> Students are served lunch at a reasonable and appropriate time of the day.			
<input type="checkbox"/> Lunch follows recess to better support learning and healthy eating.			
<input 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 type="checkbox"/> Students have 30 minutes of seated time (ADE best practice) <input type="checkbox"/> Students have ____ minutes of seated time 			

ADE'S TOOLS

Activity and Assessment Tool

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>	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 type="checkbox"/> Designee is _____						
<input checked="" type="checkbox"/> There is a district-level official designated to <i>ensure all schools' compliance</i> with the policy. <input type="checkbox"/> Designee is _____						
<input type="checkbox"/> Each school has designated a wellness policy coordinator who will ensure compliance with the policy at the school level. <input type="checkbox"/> Position/Title of the designees is _____						

ADE'S TOOLS

Activity and Assessment Tool

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

ADE'S TOOLS

Wellness Policy Fillable Template

- Intended for districts to use to write their policies and ensure all the required elements are in the written document.

LEA Name: _____
Local Wellness Policy
Date Created: _____
Last Updated: _____

I. Wellness Policy Goals

Goal for Nutrition Promotion: _____

Goal for Nutrition Education: _____

Goal for Physical Activity: _____

Goal for Other School-Based Activities that Promote Student Wellness: _____

II. Nutrition Standards

School Meals

The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

- All schools in the district will participate in the National School Lunch Program.
- All meals will, at a minimum, meet the New Meal Pattern requirements.
- Free, potable water will be available to all students during meal periods.
- Additional standards include:

- _____
- _____
- _____
- _____

Celebrations and Rewards

Arizona Law (ARS 15-242) states that all food and beverages served to students in grades K-8 must meet the USDA's Smart Snacks in Schools guidelines.

- Describe your standards for all foods and beverages provided, but not sold, to students during the school day:

- These guidelines apply to (check all that apply):
 - ☒ School-sponsored events
 - ☐ Celebrations and parties
 - ☐ Classroom snacks provided by parents
 - ☐ Classroom rewards and incentives

Fundraising

- Describe your policy on food and beverage related fundraisers sold to students on school campus during the school day, including the frequency and duration of exempt fundraisers as appropriate:

Food and Beverage Marketing in Schools


Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. All products marketed on the school campus must, at a minimum, meet the Smart Snacks guidelines.

- Describe your policies for food and beverage marketing: _____
- Describe any additional policies for foods and beverages marketed to students: _____

ADE'S TOOLS

Model Policy Comparison Tool

- Intended to be completed once every three years.



Local Wellness Policy Assessment Comparison with a Model Policy

The Local Wellness Policy Final Rule requires LEAs to assess the extent to which their district Local Wellness Policy aligns with model policies at least once every three years.

INSTRUCTIONS

- Obtain a copy of your written local wellness policy and any accompanying action plans used to guide implementation.
- Review each section of your policy and check off the boxes below if your policy or action plan includes language similar to the language below.
- Tally the number of check boxes for each section of the policy. Add any additional information that is in your policy but not included below.
- Identify the areas of strength and success, as well as the areas the district wants to work on in the coming years.
- Share the results with the District Wellness Committee and the public.

Goals for Nutrition Promotion

District will encourage participation in school meal programs. District will implement at least 10 Smarter Lunchroom Techniques. School meal program menus will be posted on the district website or individual school sites. Menus will include nutrient content and ingredients. Participation in meal programs will be promoted to families. 100% of foods and beverages promoted to students meet the USDA's Smart Snacks in Schools standards.

☐ The District will implement at least 4 of the following 5 Farm to School activities:

- Local and/or regional products are incorporated into the school meal program.
- Messages about agriculture and nutrition are reinforced throughout the learning environment.
- School hosts a school garden.
- School hosts field trips to local farms.
- School utilizes promotions or special events to highlight local/regional products.

Nutrition Promotion Subtotal ____ of 7

Goals for Nutrition Education

Nutrition education is designed to provide students with the knowledge and skills necessary to promote and protect their health. Nutrition education is taught as part of health education. Nutrition education is incorporated into instructions through other subjects like math, science, language arts, social sciences and electives. Nutrition education includes enjoyable and developmentally appropriate participatory activities including (but not limited to):

- Cooking demonstrations
- Taste testing
- Promotion of new items
- School gardens
- Farm tours

Lessons will promote fruits, vegetables, whole-grain products, low fat and fat free dairy, and healthy food preparation methods. Education lessons will emphasize balance between food intake and energy expenditures. Links with school meal programs, cafeteria nutrition promotion activities, school gardens/farms to school, and other nutrition related community activities. Media literacy with an emphasis on food and beverage marketing is taught. Teachers and other staff receive training in nutrition education. Elementary Schools- Nutrition education is offered at each grade level as part of sequential, comprehensive standards-based health education curriculum. Health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curriculum.

☐ Health education lessons include a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using the FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits and vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat
- Choosing foods and beverages with little added sugar
- Eating more calcium rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size difference
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and peers
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Reducing peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Nutrition Education Subtotal ____ of 12

Policies for Fundraisers

☐ The district will allow exempt fundraisers that sell food that does not meet the USDA's Smart Snacks in Schools standards on the school campuses during the school day.

☐ The district will submit the exemption request form to ADE for all food related fundraisers when the foods do not meet USDA's Smart Snacks in Schools standards.

☐ The district has defined what it considers to be "infrequent" for these exempt fundraisers.

☐ The district has defined what it considers to be an appropriate short duration for these exempt fundraisers.

☐ Fundraising done outside of school hours will sell only non-food items or food and beverage that meet the USDA's Smart Snacks in Schools standards.

Fundraising ____ of 5

OR-

☐ The district will not allow exempt fundraisers. All foods and beverages sold as fundraisers will meet USDA's Smart Snacks in Schools standards.

☐ Fundraisers will include only non-food items and physical activity based fundraisers will be encouraged.

☐ Fundraising done outside of school hours will sell only non-food items or food and beverage that meet the USDA's Smart Snacks in Schools standards.

Fundraising ____ of 3

Policies for Food and Beverage Marketing

☐ Any food or beverages advertised on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition guidelines.

☐ These guidelines apply to (check all that apply):

- Brand names, trademarks logos or tags, except when placed on a physically present food or beverage product or its container
- Displays such as vending machine exteriors
- Corporate brand, logo, trademark, or name on school equipment such as marquee, message boards, scoreboards etc.
- Corporate brand, logo, trademark, or name on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment, as well as on aprons, 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

☐ As the district, school nutrition services, athletic director, PT/PEA reviews existing contracts and considers new contracts, equipment and purchasing, decisions should reflect the applicable marketing guidelines established by the wellness policy.

Food and Beverage Marketing ____ of 8

District Wellness Committee Membership

☐ District convenes a representative district wellness committee (DWC).

☐ DWC includes representation from all school levels including (but not limited to):

- All school levels
- Parents/Caregivers
- Students
- Representative from School Nutrition Programs
- Physical education teacher
- Health education teacher
- School health professionals (nurses)
- Mental health and social services staff (counselors, psychologists, social workers)
- Administrators
- School board members
- Health professionals (dietitians, doctors, nurses)
- The general public
- To the extent possible, a representative from each school

☐ The DWC meets at least 4 times per year.

☐ DWC includes representation from community partners (when feasible).

☐ Language that each school within the district will establish an on-going school wellness committee to review school-level, health related issues in coordination with the DWC.

☐ The public is notified of their ability to participate in the LWP process.

District Wellness Committee Membership ____ of 6

Revisions and Updating the Policy

☐ The DWC will update or modify the wellness policy based on the results of the annual school health index and triennial assessments.

☐ Policy will be updated when (check all that apply):

- District priorities change.
- Community needs change.
- Wellness goals are met.
- New health science information emerges.
- New state or federal guidance/standards are issued.

Revisions and Updating the Policy ____ of 6

Community Involvement, Outreach and Communications

☐ District is committed to being responsive to community input.

☐ District will actively communicate ways in which representatives of the DWC and others can participate in the development, implementation and periodic review and update of the policy through a variety of means appropriate for the district.

☐ District will inform parents of (check all that apply):

- Improvements to school meals standards
- How to apply for meal benefits
- A description of and compliance with the Smart Snacks in Schools nutrition standards
- Updates to the policy at least annually
- Annual and triennial reports and assessments

☐ District will use (check all that apply):

- Email
- Notices on district website
- Newsletters
- Presentations to parents
- Sending information home
- Communications will include culturally and linguistically appropriate language.

Community Involvement, Outreach and Communications ____ of 13

Additional District Goals and Policies

Other Goals:

☐

☐

☐

Additional District Goals ____

Other Policies and Standards:

☐

☐

☐

Additional District Policies and Standards ____

COMPARISON SUMMARY

Goals for Nutrition Promotion	of 7
Goals for Nutrition Education	of 12
Goals for Physical Activity and Physical Education	of 29
Goals for Other Wellness Activities	of 11
Policies for School Meal Standards	of 2
Policies for Competitive Foods and Beverages	of 1
Policies for Celebrations and Rewards	of 3
Policies for Fundraising	of 5 or 3
Policies for Food and Beverage Marketing	of 8
Committee Membership	of 6
Implementation Plan	of 4
Recordkeeping	of 8
Annual Notification of Policy	of 6
Triennial Assessment	of 3
Revisions and Updating the Policy	of 6
Community Involvement, Outreach, and Communications	of 13
Additional District Goals	____
Additional District Policies and Standards	____

Areas where our policy aligns well with a model:

Areas that represent an opportunity for revision:

ADE'S TOOLS



Mission:

To safeguard the health and well-being of the nation's children by establishing good eating habits and providing adequate food for the children.



Manuals, Guides, and Memos

Available with detailed information on requirements regarding verification, eligibility, special dietary needs and all aspects of operating child nutrition programs.



TRAINING

Training: In-person classes, Web-based training, and How-To guides

Visit this section to see the variety of NSLP/SBP training options offered, including ways to meet the new Professional Standards training requirements.



The Administrative Review

Information and resources on the process which assesses compliance with a school nutrition program requirements.



USDA Professional Standards for School Nutrition Professionals

Resources and information for the new Professional Standards Rule.



Local Wellness Policy

Visit this site for resources and information about the requirements, development, implementation and assessment of your Local Wellness Policy.



Local Wellness Policy

Visit this site for resources and information about the requirements, development, implementation and assessment of your Local Wellness Policy.

ADE'S TOOLS

Local Wellness Policy

The Local Wellness Policy/Final Rule, published July 2016, requires all local educational agencies (LEA) that participate in the National School Lunch and School Breakfast Programs to meet expanded local school wellness policy requirements consistent with the requirements set forth in section 204 of the Healthy, Hunger-Free Kids Act of 2010. These regulations are expected to result in local school wellness policies that strengthen the ability of a LEA to create a school nutrition environment that promotes students' health, well-being, and ability to learn. In addition, these regulations will increase transparency for the public with regard to school wellness policies and contribute to integrity in the school nutrition program.

Requirements Development Implementation Assessment

Requirements for Local Wellness Policies [USDALocal Wellness Policy/Final Rule Summary](#)

All local wellness policies, at a minimum, must include

- Goals for
 - Nutrition education
 - Nutrition promotion
 - Physical activity and
 - Other school-based activities that promote student wellness
- Standards and nutrition guidelines for all foods and beverages sold and served to students on the school campus, during the school day;
- Policies for food and beverage marketing that allow marketing and advertising of only those foods and beverages that meet the Smart Snacks in School nutrition standards (by July 1, 2017)
- Description of public involvement, public updates, policy leadership and evaluation plan

All LEAs must also:

- Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators and the general public to participate in the development, implementation, review and update of the LWP;
- Inform and update the public (including parents, students and others in the community) about the content and implementation, and updating of LWP;
- Assess compliance with the wellness policy requirements every 3 years to determine:
 - Compliance with the wellness policy (measuring implementation)
 - How the policy compares with model policies
- Progress made in attaining the goals of the wellness policy;
- Maintain a copy of the current wellness policy; how assessments are made available to the public, the most recent assessment of implementation of the policy, and documentation of efforts to review and update the policy.

Requirements

Development

Implementation

Assessment

ADE'S TOOLS

Requirements

Development

Implementation

Assessment

Establish measurable goals and clear policies

As part of the triennial assessment, LEAs must assess their progress toward achieving the goals and compliance with policies of the written local wellness policy. In order to do so, the goals and policies must be clear and measurable. This Activity and Assessment tool helps LEAs identify the activities they will focus on, and clearly describe the policies that will be implemented throughout the district.

- ADE's Activity and Assessment Tool- **Coming April 26**
- Local Wellness Policy Fillable Template- **Coming April 26**



Here are a few other tools to review as you are writing and revising your policy

- [USDA Team Nutrition- Sample policies and model language](#)
- [Alliance for a Healthier Generation Wellness Policy resources](#)
- [Action for Healthy Kids Wellness Policy Tool](#)

Establishing a District Wellness Committee

LEAs are required to permit participation from various stakeholders in the community. Here are some tools to help you recruit stakeholders and build an effective

ADE'S LWP TOOLS

Requirements

Development

Implementation

Assessment

The Final Rule requires all LEAs to complete a triennial assessment of the progress made toward achieving the goals of the local wellness policy, as well as compliance with the established policies at least once every three years. They must also compare the district's policy with model policies, and both assessments must be made available to the public. ADE has developed tools to create a framework for these assessments to help LEAs meet these requirements.

Progress toward goals and compliance with policies

ADE's Activity and Assessment tool helps LEAs identify the activities they will focus on, and clearly describe the policies that will be implemented throughout the district. The tool should be used when initially writing the policy, as well as each year to monitor interim progress and guide necessary updates. LEAs can modify this tool as needed to reflect the aspirations of the District Wellness Committee.

- ADE's Activity and Assessment Tool- Coming April 26



Comparison with model policies

This tool is intended to help LEAs compare their local wellness policy with the Alliance for a Healthier Generation's Model Wellness Policy. The intent of this comparison process is to determine the areas in which the LEA's policy already aligns with the model, as well as areas that could benefit from revisions in future years. This is not intended to provide a grade or rating, nor is it meant to provide a pass/fail outcome.

- Model Policy Comparison Tool- Coming April 26



Once these tools are completed, the results should be distributed using the district communication methods. The results can be formatted however is most appropriate for each district.

NEXT STEPS AND CLOSING

NEXT STEPS

- ADE is sending a survey to all School Food Authority contacts. It will close May 5, and information collected will inform the resources and technical assistance we provide around local wellness policy this year.
- Visit the webpage and view the tools. Begin updating your policy and planning for the assessment.
 - We'll be posting this recording and slides on the webpage soon.
- Please send us your feedback as you use the tools. We'll make revisions and updates as needed to meet your needs!

QUESTIONS?

NSLP Operators- Contact your NSLP Specialist

Community Partners- Contact Erin Raczynski
(Erin.Raczynski@azed.gov)

Congratulations!

You have completed the ***Recorded Webinar: Local Wellness Policy***.
To request a certificate, please go to the next slide.

In order to count this training toward your Professional Standards training hours, the training content must align with your job duties.

Information to include when documenting this training for Professional Standards:

- Training Title: ***Recorded Webinar: Local Wellness Policy***
- Learning Codes: 3230
- Key Area: 3000-Administration
- Length: 1.5 hours

Please Note:

- *Attendees must document the amount of training hours indicated regardless of the amount of time it takes to complete it.*
- *This recorded webinar is a non-interactive activity, which may count toward no more than two hours of annual training.*



**Request a
Certificate**

Requesting a Training Certificate

Please click on the link below to complete a brief survey about this webinar. Once the survey is complete, you will be able to print your certificate of completion from Survey Monkey. **This will not appear in your Event Management System (EMS) Account.*

<https://www.surveymonkey.com/r/RecordedWebinarOnlineSurvey>

The information below is for your reference when completing the survey:

- Training Title: ***Recorded Webinar: Local Wellness Policy***
- Professional Standards Learning Codes: **3230**