

**LEA Name: Yuma Private Industry Council**

**Local Wellness Policy**

Date Created: June, 2016

Last Updated: July, 2021

Last Updated: July, 2022



Revision Adopted On:

## **Preamble**

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, 33% of high school students do not participate in sufficient vigorous physical activity and 72% of high school students do not attend daily physical education classes;

Whereas, only 2% of children (2 to 19 years) eat a healthy diet consistent with the five main recommendations from the Food Guide Pyramid;

Whereas, school districts around the country are facing significant fiscal and scheduling constraints; and

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, Yuma Private Industry Council is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. For students to achieve personal, academic, developmental and social success, we must create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Therefore, it is the policy of Yuma Private Industry Council to establish to:

- The agency will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing agency-wide nutrition and physical activity policies.
- All students in grades 9-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- The menus provided will offer students access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- The Educational Opportunity Center will participate in available federal school meal programs of the School Breakfast Program and the National School Lunch Program.
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs,

and with related community services. Students must have 180 hours of physical and/or health education to receive a high school Diploma. And in-line with the Nutrition Education Act 50 hours will be dedicated to school nutrition education per school year.

- The school will align health and wellness efforts with other school improvement endeavors.

In order to be compliant with the United States Department of Agriculture (USDA) final rule of 2016 (final rule), the policy must at minimum:

- identify one or more school district and/or school official(s) who have the authority and responsibility for ensuring that each school complies with the LWP
- include language inviting caregivers, students, representatives of the school food authority\* (SFA), teachers of physical education (PE), school health professionals, the school board, school administrators and the general public to participate in the development, implementation, review and update of the LWP
- include language describing the methods for informing the public (including caregivers, students and others in the community) about the LWP and any updates to the policy on an annual basis
- include language requiring that at least once every three years, the following is measured and made available to the public:
  - the extent to which schools comply with the LWP
  - the extent to which the LWP compares to model local school wellness policies
  - the progress made in attaining the goals of the LWP
- include nutrition standards for all foods and beverages sold on the school campus\* during the school day\* that are consistent with federal regulations for school meals and the Smart Snacks in School nutrition standards\* (Smart Snacks standards)

include standards for all foods and beverages offered\*, but not sold, to students during the school day (e.g., for classroom parties or classroom snacks brought by caregivers),

- include specific goals for nutrition education\* and nutrition promotion\* activities
- include requirements for marketing and advertising on the school campus during the school day of only those foods and beverages that meet Smart Snacks standards
- include specific goals for physical activity opportunities
- include specific goals for other school-based activities that promote student wellness

The district understands that resources are not equally distributed. The district will maintain a focus on health equity and will work to ensure that all students and staff across the district have equitable access to health and wellness efforts.

The district recognizes that the out-of-school time (OST) settings, such as academic enrichment programs (e.g., reading or math-focused programs), specialty programs (e.g., sports teams, STEM programs and arts enrichment programs) and multipurpose programs that provide an array of activities (e.g., 21st Century Community Learning Centers, Boys & Girls Clubs, recreation agencies and YMCAs), provide critical opportunities to teach and reinforce healthy habits. As such, the district will promote the use of the National After School Association Healthy Eating and Physical Activity (HEPA) Standards among all school-based OST program providers.

## **I. Wellness Policy Goals**

### *Goal for Nutrition Promotion:*

All foods available in school during the day will have as a primary goal the promotion of student health and the reduction of childhood obesity. All guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture, as those regulations and guidance apply to schools.

### *Goal for Nutrition Education:*

The goal is to influence students' eating behaviors by providing nutrition education that is appropriate for students' ages; reflects students' cultures; is integrated into health education or core curricula; and provides opportunities for students to practice skills and have fun.

### *Goal for Physical Activity:*

The goals for physical activity are to provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain students' physical fitness, to ensure students' regular participation in physical activity, and to teach students the short- and long-term benefits of a physically active and healthful lifestyle.

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

The goal is to create a total school environment that is conducive to healthy eating, healthy decision-making and safe physical activity.

## **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.

- a. *All schools in the district will participate in the National School Lunch Program.*
- b. *All meals will, at a minimum, meet the New Meal Pattern requirements.*
- c. *Free, potable water will be available to all students during meal periods.*
- d. *Additional standards include:*
  - i. *The school will offer a breakfast and lunch program*
  - ii. *Healthy meals will be available to all students.*

- III. *Meals will be served in a healthy and sanitary environment*
- IV. Meals served will meet or exceed the current nutrition requirements established by local, state, and federal statutes and regulations.
- V. Students will be allowed at least ten (10) minutes to eat breakfast.
- VI. Students will be allowed at least twenty (20) minutes to eat lunch.
- VII. The child nutrition program will accommodate students with special dietary needs.
- VIII. Water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards.
- IX. Students will be allowed to bring and carry approved water bottles with only water in them throughout the day.

**Competitive Foods and Beverages**

Nutrition standards for competitive foods and beverages must, at a minimum, meet the USDA’s Smart Snacks in Schools guidelines.

**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.

*These guidelines apply to*

- School-sponsored events
- Celebrations and parties
- Classroom snacks provided by parents
- Classroom rewards and Incentives

**Fundraising**

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 outside of school hours.

**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.

**III. School Wellness Committee**

**Committee Role and Membership**

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

- A. The committee will meet at least four (4) times per year.
- B. The District wellness committee encourages representation from all school levels including (but not limited to):

1. All school levels Representatives of the School
2. Parents/Caregivers
3. Students
4. Representative from School Nutrition Programs
5. Physical education/Health teacher
6. Emergency Response Team Members
7. Mental health and social services staff (counselors, psychologists, social workers)
8. Agency Administrators
9. School Board members
10. Health professionals (dietitians, doctors, nurses)
11. The general public

The public is notified of their ability to participate in the local wellness policy (LWP) process via e-mail, District website, and social media.

#### ***Leadership***

The district has designated 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.

- a. *The designated official for oversight of implementation at each school is: **Brian Grossenburg/Principal***
- b. *The designated official for convening the wellness committee is: **Brian Grossenburg/Principal***
- c. *The person designated for informing the public about the wellness policy is: **Brian Grossenburg/Principal***

#### **IV. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement**

##### ***Implementation of the Wellness Policy***

The agency has a plan for implementation to manage and coordinate the execution of this wellness policy. The plan includes roles, responsibilities, actions, and timelines specific to each school and includes information about who will be responsible to make changes.

### School Level Actions For the Year

Strategy	Role or Responsible Party	Action(s)	Time Frame Or Date	Evaluator	Evidence	Completed
Encourages participation in meal programs	Virginia Villaneda	Post flyers, posters,	Start 4 <sup>th</sup> week of July and Revise one time each quarter	Brian Grossenburg	Dated flyers, community notices, letters, etc.	
School meal program menus are within classrooms, hallways school website.	Virginia Villaneda	Submit menus to IT for posting on school's website.	Start 4 <sup>th</sup> week of July and post monthly during service months.	Brian Grossenburg	Menus	
Menus include nutrient content and ingredients.	Virginia Villaneda	Contact YUHSD and ensure all menus contain nutrient content and ingredients.	Quarterly	Brian Grossenburg	Sample of menu item that includes nutrient content and ingredients.	
Participation in meal programs is promoted to families.	Virginia Villaneda	Community Notices, and Family Letters	Start 4 <sup>th</sup> week of July and Revise one time each quarter	Brian Grossenburg	Dated flyers, community notices, letters, etc.	
Messages about agriculture and nutrition are reinforced throughout the learning environment.	Virginia Villaneda	Posters promoting nutrition through agriculture will be prominently displayed	Start 4 <sup>th</sup> week of July and Revise one time each quarter	Brian Grossenburg	Review of posters and propaganda	
Messages about agriculture and nutrition are reinforced throughout the learning environment.	Health Teacher	One nutrition lesson will incorporate how Arizona agriculture promotes a nutritious diet.	One lesson during a quarter when health is offered.	Brian Grossenburg	Classroom Observation Notes and/or Lesson Plan	
Provide larger serving utensils for fruits, vegetables, and other nutrient-dense choices.	Virginia Villaneda	Actively assign serving utensils prior to service time.	1 <sup>st</sup> day of School until last Serving Day	Brian Grossenburg	Point of Service Observations	
Review correct portion sizes with lunchroom service staff.	Virginia Villaneda	Either through group or individual training sessions review correct portion sizes.	During the week prior to school or during the first week of school	Brian Grossenburg	PD sign in sheets, Verification letters of training	
Fruits will be placed in manner for fast, easy, safe pick-up	Virginia Villaneda	Place a basket that contains <u>only</u> fruit in a conspicuous location.	Daily during periods of time when school is in session	Brian Grossenburg	Daily Walk Throughs	
Fruits/vegetables will be included in meal.	Virginia Villaneda	Ensure fruits and vegetable options are included in breakfast and lunch menus.	Monthly when YUHSD provides menus.	Brian Grossenburg	Breakfast and Lunch Menus	

Ensure service and eating areas are clean, orderly, and inviting	Virginia Villaneda	Complete food safety inspection logs and carry out daily cleaning activities	Daily	Brian Grossenburg	County Inspections, Daily Walk Throughs	
Ensure garbage cans are located outside the serving line area	Virginia Villaneda	Place garbage cans at least 10 feet away from where meals are served.	Daily	Brian Grossenburg	Daily Walk Throughs	
Survey Student Interest in most enjoyable healthy foods.	Virginia Villaneda	Develop and implement a survey based on menu items to see which are most enjoyable and report information to principal	One time per year	Brian Grossenburg	Survey Forms, Survey Data Sheets	
Ensure nutrition Education is available to all grade levels	Paula Ramirez	Ensure transcripts reflect at least one PE Class or Health Class	Quarterly at the time when student schedules are developed	Brian Grossenburg	Student Transcripts	
Nutrition education is taught through other subjects like math, science, language arts, social sciences and electives.	Brian Grossenburg And Classroom Teachers	Teachers submit lesson sequences where nutrition education is at least identified in instruction or independent practice	Evaluate lesson sequences one time each Semester	Brian Grossenburg	Lesson Sequences	
Health education teachers provide opportunities for students to practice or rehearse the skills taught through the health education curricula.	Luis Valencia	Teacher submits lesson sequence that identifies opportunities for students to practice or rehearse the skills	Evaluate lesson sequences one time each semester	Brian Grossenburg	Lesson Sequences	
Teachers and other staff receive training in nutrition education.	Brian Grossenburg	At the pre-year training staff will receive a minimum of 30 minutes regarding nutrition education	Week prior to 1 <sup>st</sup> day of school	Brian Grossenburg	Sign-in Sheets; Agendas; Training Material	
Nutrition education is taught in collaboration with community partner	Brian Grossenburg and Luis	The health class will include	Semesters when the Health Class is Offered	Brian Grossenburg	Calendars; Lesson Sequences;	



	Valencia	community partners.			Permission Slips	
Nutrition education is included in health education lessons or physical education	Luis Valencia	Teacher submits lesson sequence that identifies opportunities for students to practice or rehearse the skills	Evaluate lesson sequences one time each semester	Brian Grossenburg	Lesson Sequences	
Physical activity <i>of any kind</i> is available for at least <u>20</u> minutes per day for all students.	Brian Grossenburg	The principal will post and notify the community of promoting physical activity for _____ minutes per day.	Start 4 <sup>th</sup> week of July and Revise one time each quarter	Brian Grossenburg	Community Letters, Notices, Flyers	
Physical activity during the day is used to reinforce healthy social/emotional behaviors of releasing excess energy and releasing stress and anger.	All Staff	As part of teaching behaviors, teachers will include using physical activity as a means to improve social emotional health	During the 1 <sup>st</sup> week of each quarter	Brian Grossenburg	Lesson Sequences, Classroom Observations	
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.	Brian Grossenburg	Review policies regarding discipline to ensure physical exercise is not used or withheld as a punishment	June of each year.	Brian Grossenburg	Student Handbook	
The district provides teachers and other school staff with a list of ideas for alternative ways to discipline students.	Brian Grossenburg	The principal will email and discuss at a staff meeting alternatives to discipline.	At least 2 times per year.	Brian Grossenburg	Agendas, Emails	
A comprehensive school physical activity program (CSPAP) is used to coordinate physical activity before, during and after school.	Brian Grossenburg	The principal will research examples of CSPAP and seek trainings in the design of CSPAP	2 hours of research and/or training will be dedicated.	Patrick Goetz	Certificates, Professional Development Plan	
To the extent practicable, schools ensure that their grounds and facilities are safe and that equipment is available to all students to be active.	Brian Grossenburg	The principal will conduct daily walk throughs of facilities and	Daily	Brian Grossenburg	Inspection Reports, Facility Request, Logs	

		grounds				
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.	Brian Grossenburg Alicia Huizar	Contracts and Letters of Usage will be developed shared facilities.	Reviewed annually	Brian Grossenburg	Contracts, Letters of Usage	
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.	Luis Valencia	Keep a list of inventory	At a minimum completed at the end of each year	Brian Grossenburg	Inventory Report	
Students have opportunities to participate in physical activity before school.	Brian Grossenburg	Notify and post activities that are available before school.	Activities should be scheduled for at least one day out of the week	Brian Grossenburg	Notifications	
Students have opportunities to participate in physical activity after school.	Brian Grossenburg	Notify and post activities that are available after school.	Activities should be scheduled for at least one day out of the week	Brian Grossenburg	Notifications	
High School Students are required to take at least one physical education or health credit course.	Paula Ramirez	Transcripts and academic plans are developed to ensure at least one physical education or health credit course.	Quarterly	Brian Grossenburg	Graduate Transcripts	
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.	Classroom Teachers	Teachers will provide a time of no more than 1 minute each period for students to stretch in the classroom	Daily	Brian Grossenburg	Formal Observation Report	
Transitions provide short (3-5 minute) physical activity breaks to students during and between classroom time at least 3 days per week.	Brian Grossenburg	School schedule will be designed with at least a 3 minute, but no more than 7 minute transition time between classes.	Reviewed Annually or when changes to the schedule are proposed.	Brian Grossenburg	Bell Schedule	
Teachers receive resources, tools, and technology with	Brian Grossenburg	The principal will email and	At least 2 times per year.	Brian Grossenburg	Agendas, Emails	

ideas for classroom physical activity breaks.		discuss at a staff meeting ideas for classroom physical activity breaks.				
Teachers incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible to reduce sedentary behavior during the day.	Classroom Teachers	Teachers will provide student movement within the classroom at least 2 times per week.	Weekly	Brian Grossenburg	Lesson Sequences, Observation Reports	
Teachers serve as role models by being physically active alongside students whenever possible.	Classroom Teachers	Teachers will model and engage in the activities they design for students.	Activities should be scheduled for at least one day out of the week	Brian Grossenburg	Student Course Surveys	
Safe or preferred routes to school are designated.	Brian Grossenburg	The principal will develop a routing maps.	Annually	Brian Grossenburg	Routing Maps	
Crosswalks on streets leading to school are used.	Brian Grossenburg	The principal or designee will assign staff members to ensure cross walks are used.	Established at the beginning of the year and reviewed monthly	Brian Grossenburg	Staff Reports, Duty Roster	
Secure storage facilities for bicycles and helmet are present on school grounds.	Brian Grossenburg	The principal will ensure bicycle storage is functional	Daily	Brian Grossenburg	Inspection Reports, Facility Request, Logs	
Instruction on walking/bicycling safety is provided to students.	Brian Grossenburg	The PE/Health teacher will provide at least a 15 minute lesson on walking/bicycling safety.	One time per PE/Health Section	Brian Grossenburg	Lesson Sequences, Observation Reports	
Crossing guards are used.	Brian Grossenburg	The principal or designee will assign staff members to act as a crossing guard.	Established at the beginning of the year and reviewed monthly	Brian Grossenburg	Staff Reports, Duty Roster	
The number of children walking and/or biking to and from school is documented.	Brian Grossenburg	The principal will create and implement a survey	One time per year	Brian Grossenburg	Survey Forms, Survey Data Sheets	
Maps of the school environment (sidewalks, crosswalks, roads, pathways, bike racks) are distributed.	Brian Grossenburg	The principal will develop a routing maps that include sidewalks, crosswalks, roads, pathways, bike racks	Annually	Brian Grossenburg	routing maps	
Safe routes to school program	Brian	The principal	Annually	Brian	Handbook,	

is promoted to students, staff, parents via newsletters, websites, and local newspaper.	Grossenburg	will post routing maps in the handbook, in community letters and school website.		Grossenburg	Community Letter, School Website	
School-sponsored events incorporate wellness components including physical activity and healthy eating opportunities.	Paula Ramirez	At least one booth or event at one school sponsored event will promote physical activity and healthy eating opportunities.	Annually	Brian Grossenburg	Event Flyers, Photos	
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.	Brian Grossenburg	At the pre-year training the principal will facilitate a training about promoting healthy behaviors in the classroom and schools.	Annually	Brian Grossenburg	Agendas, Sign-in Sheets, Training Material	

***District Level Actions***

<b>Strategy</b>	<b>Role or Responsible Party</b>	<b>Actions</b>	<b>Time Frame Or Date</b>	<b>Evaluator</b>	<b>Evidence</b>	<b>Completed</b>
Participates and is in within compliance with the National School Lunch/Breakfast Program	Brian Grossenburg	The principal will conduct a review of the meal program.	Annually	Brian Grossenburg	Evaluation Report, Preparing for On-Site Review	
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.	Virginia Villaneda and Brian Grossenburg	The meal coordinator will check to make sure that each meal contains the required minimum number of items.	Daily	Brian Grossenburg	Point of Service Evaluations, Menus, On-Site Monitoring Reviews	
Students are served lunch at a reasonable and appropriate time of the day.	Patrick Goetz	The superintendent will ensure the bell schedule has a reasonable and appropriate	Annually	Brian Grossenburg	Bell Schedule	

		designated time for lunch.				
Students have at least 10 minutes for breakfast and 20 minutes for lunch	Patrick Goetz	The superintendent will ensure the bell schedule provides at least 10 minutes for breakfast and 20 minutes for lunch.	Annually	Brian Grossenburg	Bell Schedule	
Breakfast meals served meet the new meal pattern requirements including minimum requirements for fruits/vegetables, whole-grain rich foods, and 2 varieties of milk.	Virginia Villaneda and Brian Grossenburg	The meal coordinator will check to make sure that each meal contains the required minimum number of items.	Daily	Brian Grossenburg	Point of Service Evaluations, Menus, On-Site Monitoring Reviews	
School provides breakfast in the classroom or via mobile grab and go carts.	Virginia Villaneda and Brian Grossenburg	The meal coordinator will provide breakfast as grab and go or through the use of meal cart.	Daily	Brian Grossenburg	Point of Service Evaluations, Menus, On-Site Monitoring Reviews, Sponsor Application	
Meals are appealing and attractive to students.	Virginia Villaneda	Develop and implement a survey based on the attractiveness of meals and report information to principal	One time per year	Brian Grossenburg	Survey Forms, Survey Data Sheets	
Foods and beverages served outside the meal program 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>	Brian Grossenburg	Through a community letter, the principal will inform the community and classrooms that items served outside the meal program must meet USDA guidelines.	Two times per year.	Brian Grossenburg	Community Letter	
Local and/or regional products are incorporated into the school meal programs.	Virginia Villaneda	The meal coordinator will email YUHSD meal program representatives and seek verification that local	Annually	Brian Grossenburg	Email	

		and/or regional products are incorporated as much as possible.				
Fresh fruits and vegetables are served __5__ times per week.	Virginia Villaneda	The meal coordinator will ensure each meal contains a required fruit or vegetable item.	Daily	Brian Grossenburg	Menus, Point of Service Evaluations, Menus, On-Site Monitoring Reviews	
Only flavored and non-flavored fat-free milk are served. (i.e chocolate, white, strawberry).	Virginia Villaneda	The meal coordinator will only order low fat and fat free milk types, but there must be an option of at least 2.	Daily	Brian Grossenburg	Food Order Forms, Menus, Point of Service Evaluations, Menus, On-Site Monitoring Reviews	
Menus are created/reviewed by a Registered Dietitian or other certified nutrition professional.	Brian Grossenburg	The principal will email YUHSD meal program representatives and seek verification that menus are created or reviewed by a dietician or nutrition professional.	Annually	Brian Grossenburg	Email	
School meals are administered by a team of nutrition professionals	Brian Grossenburg and Adriana McBride	Human Resource staff will ensure meal service staff will receive the required number of PD hours as designated by USDA regulations.	Annually	Brian Grossenburg	PD Logs, Certificates, Training Materials, Agendas	
The Wellness Committee meets at least 3 times a year.	Brian Grossenburg	The principal will create a calendar that includes 3 dates in which the Wellness Committee meets	During the month of July - Annually	Brian Grossenburg	Calendar, Agendas, minutes, Sign-in sheets.	In progress Meetings start in February
The Wellness Committee has equitable representation from families, community members and school nutrition staff.	Brian Grossenburg	The principal will engage in recruitment activities through community	During the month of July - Annually	Brian Grossenburg	Public Notifications	

		letters, website postings, board notifications, and social media that school is seeking community and family representation within the Wellness Committee.				
The District has a designated Wellness Policy Coordinator who will ensure compliance with the policy at the school level.	Brian Grossenburg and Patrick Goetz	The principal will an annual report to the superintendent regarding the compliance with wellness policy.	Annually	Patrick Goetz	Annual Report	

***Triennial Progress Assessments***

At least once every three years, the LEA must conduct an assessment of their wellness policy. To accomplish this, the District will evaluate compliance with their wellness policy and assess progress toward meeting the goals of the District Wellness policy. Additionally, USDA requires that the District will compare their policy to the **Alliance for a Healthier Generation's** model wellness policy.

- a. The District will assess compliance and progress of their local wellness policy at least once every 3 years.
  - 1. The extent to which the school under the jurisdiction of the agency are in compliance with the wellness policy.
  - 2. The extent to which the District's policy compares to the Alliance for a Healthier Generation's model policy and USDA Final Rules.
  - 3. A summary of the progress made in attaining the goals of the Local Wellness Policy.
  - 4. The agency will ensure households are notified of the availability of evaluations of the Local Wellness Policy
  - 5. The person responsible for this assessment is: Brian Grossenburg/Prinicpal

***Revisions and Updating the Policy***

The District will update or modify the wellness policy as appropriate.

- A. The agency will modify the wellness policy based on the results of evaluations and progress reports of the Local Wellness Policy.
- B. The policy will be updated when:
  - 1. District priorities change.
  - 2. Community needs change.

3. Wellness goals are met.
4. New health science information emerges.
5. New state or federal guidance/standards are issues

***Notification of Wellness Policy, Policy Updates and Triennial Assessment***

The District will inform families and the public each year of any updates to the wellness policy and every three years their compliance with the written wellness policy.

The wellness policy will be made available to the public by:

1. Email, notices on the District website, newsletters, presentations to parents and sending information home.
- b. The annual progress reports and updates can be found at:  
Educational Opportunity Center Charter School  
3810 W 16<sup>th</sup> Street, Yuma, Arizona 85364  
Or  
Online at: <http://chs.ypic.com>
- c. The Triennial Assessment is available at:  
Educational Opportunity Center Charter School  
3810 W 16<sup>th</sup> Street, Yuma, Arizona 85364  
Or  
Online at: <http://chs.ypic.com>

**V. Other Components of the Wellness Policy**

***Civil Rights and Confidentiality Procedures***

1. The Agency/School will not discriminate against any student because of his/her eligibility for free or reduced price meals.
2. The Agency/School will not discriminate against any student or any nutrition and food services employee because of race, color, national origin, sex, religion, age or disability.
3. The Agency/School will assure that all students and nutrition and food services employees are not subject to different treatment, disparate impact or a hostile environment.
4. Established Agency/School procedures will be followed for receiving and processing civil rights complaints related to applications for NSLP and SBP benefits and services, and employment practices with regard to the operation of its NSLP and SBP. The Agency/School will forward any civil rights complaint regarding the Agency/School's nutrition and food services to ODE's civil rights coordinator within three days of receiving the complaint.
5. The Agency/School will make written or oral translations of all nutrition and food services materials available to all households who do not read or speak English.



6. The Agency/School will maintain strict confidentiality of all information on the confidential application for free and reduced price meals, including students' eligibility for free or reduced price meals and all household information. The Agency/School's NSLP and SBP operators are not required to release any information from a student's confidential application for free or reduced price meals. No information may be released from a student's confidential application for free or reduced price meals without first obtaining written permission from the student's parent or legal guardian/adult household member signing the application, except as follows:

a. An individual student's name and eligibility status may be released without written consent only to persons who operate or administer federal education programs; persons who operate or administer state education or state health programs at the state level; persons evaluating state, education assessment; or persons who operate or administer any other NSLP, SBP, SMP, Summer Food Service Program (SFSP), Child and Adult Care Food Program (CACFP) or the Food Stamp Program;

b. Any other confidential information contained in the confidential application for free and reduced price meals (family income, address, etc.) may be released without written consent only to persons who operate or administer NSLP, SBP, CACFP, SFSP and the Special Supplemental Nutrition Program for Women, Infants and Children (WIC); the Comptroller General of the United States for audit purposes; and federal, state or local law enforcement officials investigating alleged violation of any of the programs listed above.

### ***Meal Pricing Procedures***

During periods when the school does not host a Community Eligibility Program or when students/families must pay a cost for reimbursable meal the agency will follow the following procedures:

1. Reimbursable meals will be priced as a unit.
2. Reimbursable meals will be served free or at a reduced price to all students who are determined by the District to be eligible for free or reduced price meals.
3. Annually, the District will establish prices for reimbursable student meals. The price charged to students who do not qualify for free or reduced price meals will be determined annually.
4. The price charged to students who qualify for reduced price meals will be: Lunch not to exceed \$.40; Breakfast not to exceed \$.30.

### ***Application Procedures if Not Operating a Community Eligibility Program***

1. Households that submit a direct certification document from AFS showing the household receives food stamps or Temporary Assistance to Needy Families (TANF) benefits, will be automatically eligible for free meals for the students listed on the official document.
2. Households that submit a confidential application will be notified of their student's eligibility for free or reduced price meals. Households that are denied free or reduced price benefits will be notified in writing using the Oregon Department of Education (ODE) template letter distributed to the District annually.
3. Students who do not qualify for free or reduced price meals are eligible to participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will be charged "paid" meal prices set by the District. "Paid" category students will be treated equally to students receiving free or reduced price benefits in every aspect of the District's NSLP and SBP.  
Reimbursable School Meals - EFAA-AR 2-6
4. The District has established a fair hearing process under which a household can appeal a decision with respect to the household's application for benefits or any subsequent reduction or termination of benefits.

5. In the event of major employers contemplating large layoffs in the attendance area of the District, the District will provide confidential applications and eligibility criteria for free and reduced price meals to the employer for distribution to affected employees.

***Procedures for Operating a Community Eligibility Program***

1. All enrolled students at participating sites receive breakfast and lunch at no charge.
2. School meal applications and the process of verification are eliminated.
3. Tracking meal counts by free, reduced and paid is eliminated.
4. By March 15, the Food Service Coordinator will determine number of Identified Students and Total Enrollment.
5. By April 1, the principal shall inform the state with number of Identified Students and Total Enrollment.
6. The principal, meal coordinator or designee shall submit required Identified Student count and enrollment information reflective of April 1.
7. By August 31, The principal or designee shall submit required CEP application and supporting documentation are due to ADE.
8. To calculate the Identified Student Percentage, complete the following formula:  
$$\text{ISP}\% = \frac{\text{Total Number of Eligible Students as of April 1}}{\text{Total Number of Students as of April 1}}$$

If ISP is 40% or greater, the LEA qualifies for CEP.
9. Yuma Private Industry Council acknowledges that this addendum becomes effective when CNPWeb Site and Sponsor Applications have been updated to reflect CEP participation AND a CEP application containing the following has been submitted by Yuma Private Industry Council and approved by ADE:
  - a. A list of all schools participating in CEP,
  - b. The initial school year of implementation for CEP,
  - c. The school years the cycle is expected to remain effect,
  - d. The school year that CEP must be reconsidered,
  - e. The available and approved data that will be used in reconsideration, as applicable.
10. Yuma Private Industry Council will not collect Applications for Free and Reduced-Price Meals used for meal benefit determination from households in schools listed above in subsequent years during the period of participation in CEP/the school years after the current ISP has been established.
11. In the school years after the current ISP is established, schools will record the total number of meals served to children by meal type (breakfast and lunch) and Yuma Private Industry Council will submit a monthly claim for reimbursement to ADE.
12. Yuma Private Industry Council will pay with funds from non-Federal sources the cost of serving meals in excess of the Federal assistance received.
13. Yuma Private Industry Council will follow all requirements for applying and administering CEP as stated in Section 104(a) of the Healthy, Hunger-Free Kids Act of 2010 amended section 11(a)(1) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1759a(a)(1)).

### ***Financial Management of Nonprofit School Food Service***

1. The Agency/School will maintain a nonprofit school nutrition and food service operation.
2. Revenues earned by the school nutrition and food services will be used only for the operation or improvement of NSLP and SBP.
3. Lunch and breakfast meals served to teachers, administrators, custodians and other adults not directly involved with the operation of the Agency/School's nutrition and food services will be priced to cover all direct and indirect cost of preparing and serving the meal.  
  
For meals with portion sizes equivalent to student meals, the adult meal price will be no less than the amount of reimbursement for a free-eligible meal, plus the value of commodity foods used in the meal preparation.
4. Agency/School nutrition and food services revenues will not be used to purchase land or buildings.
5. The Agency/School will limit its nutrition and food services net cash resources to an amount that does not exceed three months average expenditures.
6. The Agency/School will maintain effective control and accountability for, and adequately safeguard all nutrition and food services' cash, real and personal property, equipment and other assets, and ensure they are used solely for nutrition and food services purposes.
7. The Agency/School will meet the requirements for allowable NSLP and SBP costs as described in Office of Management and Budget (OMB) circular A-87.
8. In purchasing nutrition and food services goods or services, the Agency/School will not accept proposals or bids from any party that has developed or drafted specifications, requirements, statements of work, invitations for bids, requests for proposals, contract terms and conditions or other documents for proposals used to conduct the procurement.
9. All procurement transactions for nutrition and food services goods and services will be conducted according to state, federal and Agency/School procurement standards using the applicable cost thresholds.
10. In the operation of its nutrition and food services program, the Agency/School will purchase food products that are produced in the United States, whenever possible. Reimbursable School Meals - EFAA-AR 3-6

### ***Nutrition and Menu Planning***

The school will plan menus using one of the approved United States Department of Agriculture (USDA) menu planning approaches (e.g., Traditional Food-Based Menu Planning, Enhanced Food-Based Menu Planning, Nutrient Standard Menu Planning and Assisted Nutrient Standard Menu Planning). Additional details are available at the Arizona Department of Education, Child Nutrition Programs.

### ***Accuracy of Reimbursement Claims***

1. The Agency/School will claim reimbursement only for reimbursable meals served to eligible students.
2. All meals claimed for reimbursement will be counted at each dining site at a "point of service" where it can be accurately determined that the meal meets NSLP and SBP requirements for reimbursement.
3. The person responsible for determining reimbursable meals will be trained to recognize a reimbursable meal under the menu planning approach used at the school.

4. The Agency/School official signing the claim for reimbursement will review and analyze monthly meal counts to ensure accuracy of the claim, before submitting the claim to ADE.
5. If not operating a Community Eligibility Program, by December 15, the Agency/School will verify a random sample of applications according to NSLP verification requirements. Instructions for completing the verification process will be sent by ADE to the Agency/School in October each year.

### ***Food Safety and Sanitation Inspections***

1. The Agency/School will maintain necessary facilities for storing, preparing and serving food and milk.
2. At least two times annually, the Agency/School will schedule a food safety inspection with the county Environmental Health Department.
3. The Agency/School will maintain health standards in compliance with all applicable state food safety regulations.

### ***Incomplete/Non-reimbursable Meals***

If it is identified at the POS that a student has not selected a reimbursable meal, there are two options:

1. The food service employee can request the student return to the meal service line and select the necessary food component(s). If the student goes back and makes the necessary additions to their meal, then the meal can be included in the meal count and no further action is necessary. In order to make it easier for students to select a reimbursable meal, the school may choose to keep commonly missed items at the point of service for students to grab, such as whole fruit, dried fruit or packaged grain items.
2. If the student declines to return to select the required food components or does not obtain a reimbursable meal, the meal cannot be counted and claimed for reimbursement.

### ***Second Meals***

The school may offer students a second meal but may not claim these meals for federal reimbursement. They should ensure that the second meal counts are separately recorded. Second meals must be charged at the adult meal price at a minimum so that all costs associated with producing the meal are recovered.

### ***Adult and Non-Student Meals***

Meals may be served for a charge to adults. Adult meals are treated differently than meals served to students, as adult meals are not counted and claimed for reimbursement. Adults should be served the same portion size as 9-12 grade students. These meals may not be claimed for reimbursement, and the adult meal price is set at a minimum so that all costs associated with producing the meal are recovered.

### ***General USDA NSLP/SBP/ Requirements***

1. The Agency/School will ensure that no student is denied a meal as a disciplinary action.
2. Breakfast will be served in the morning hours, at or near the beginning of the student's school day.
3. Lunch will be served between the hours of 10 a.m. and 3:00 p.m.
4. The Agency/School will provide substitute foods for students who are determined by a licensed physician to be legally disabled and whose disability restricts their diet. Substitutions will be provided only when a medical statement from the licensed physician is on file at the school. The medical statement must state the nature of

the student's disability and how the disability affects the student's nutrition needs, and it must provide a medical prescription for substitute foods or texture modification. The Agency/School will not charge more than the price of the school meal, as determined by the student's eligibility status, for substitute meals or foods.

5. If meal cards are used, households will be notified in writing of the following requirements regarding missing or stolen meal cards:

- a. A minimum of three cards replacements per year will be made as a result of lost or stolen cards;
  - b. One advance written warning will be given to the student's household after the third lost or stolen cards incident;
  - c. The warning will state that the next time the student fails to have a cards, he/she must either bring a meal from home or pay full price for the meal;
  - d. For the reason of a lost or stolen cards, meals will not be denied to preprimary and young primary students or disabled students who are unable to take full responsibility for their meal cards(s).

6. The Agency/School will control the sale of the following Smart Snacks Guidelines for carbonated beverages, water ices, chewing gum, hard candy, jelly and gum candies, marshmallow candy, fondant (candy corn-type), licorice, cotton candy and candy-coated popcorn during school hours.

7. The School will ensure that soda pop vending machines and sales of other items that do not meet Smart Snacks guidelines will not be allowed in any school's dining site(s) during the time(s) when NSLP lunch meals or SBP breakfast meals are served or eaten. Dining sites are cafeterias and any other place where NSLP lunch meals or SBP breakfast meals are served or eaten.

8. The School will notify all households of its meal charge requirements early in the school year.

9. The sale of foods (other than foods that meet SMART SNACKS guidelines) in competition with the School's lunch (NSLP) or breakfast (SBP) programs will be allowed in dining sites during lunch and breakfast periods with Board approval only when all income from the food sales accrues to the benefit of the School's nutrition and food services or accrues to a school or student organization approved by the Board. A copy of the Board minutes approving and defining competitive food sales will be made available upon request.

10. The School will not use nutrition and food services funds to purchase items that do not meet SMART SNACKS guide lines for sale unless the proceeds from the sale of those foods is deposited into the Nutrition and Food Services account in an amount sufficient to cover all direct and indirect costs relating to the purchase and service of the foods.

11. Soda pop and any other items that do not meet SMART SNACKS guidelines will not be offered "at no additional cost" with NSLP lunch meals or SBP breakfast meals in any school.

### ***Record Keeping***

1. All currently approved and denied confidential applications for free and reduced price meals and all current direct certification documents will be maintained for three years after the current school year. Records will be maintained longer in the event of unresolved audit(s) until the audit(s) has been completed.

2. All currently approved and denied confidential applications for free and reduced price meals and all current direct certification documents will be readily retrievable by school or site and made available to state or federal reviewers upon request.

3. The District will maintain financial records that account for all revenues and expenditures of the nonprofit school nutrition and food services for a period of three years after the school year to which they pertain.

4. Current Written Wellness Policy and past Written Wellness Policies will be maintained for a period required by state and federal law.
5. The agency will retain documentation of efforts to review and update the policy.
6. The agency will retain documentation to demonstrate annual public notification requirements.
7. The agency will retain the most recent assessment on implementation of the school wellness policy.
8. The agency will retain documentation demonstrating the most recent assessment on the implementation of the policy has been made available to the public.

***Community Involvement, Outreach and Communications***

- A. The District is committed to being responsive to community input.
- B. The District will actively communicate ways in which representatives of the agency and others can participate in the development, implementation and periodic review and update of the policy through a variety of means appropriate for the agency.
- C. The District will inform parents of the following:
  1. Improvements to school meals standards.
  2. How to apply for meal benefits.
  3. A description of compliance with the Smart Snacks in School nutrition standards.
  4. Updates to the policy at least annually.
  5. Annual and triennial reports and assessments.
- D. The District will use the following to communicate:
  1. E-mail
  2. Notices on District website
  3. Community Letters
  4. Presentations to parents and the community
  5. Sending information home
- E. Communications will include culturally and linguistically appropriate language.

**VI. Whole School, Whole Community, Whole Child Additions**

***Social - Emotional Climate\* (School Climate)***

Social-emotional climate refers to the aspects of students' experience in school which impact their social-emotional development. The social-emotional climate can impact student engagement in school activities, relationships with other students, staff, family and the community as well as academic performance. A positive social-emotional school climate is conducive to effective teaching and learning.

The district is committed to creating a positive social emotional climate across all school campuses during the school day and outside of school. The district will promote a positive social-emotional climate by:

- conducting and promoting participation in school climate surveys, sharing data with stakeholders and utilizing data to improve school climate
- establishing anti-bullying policies and identifying and implementing school-wide approaches to prevent and address harassment, bullying and cyber bullying
- establishing school safety and violence prevention policies and strategies
- connecting social and emotional learning standards and academic standards
- ensuring that school staff are promoting positive relationships between students and employees
- ensuring that school staff are trained in promoting the engagement of all students in school activities through diversity and inclusion practices
- training school staff on the use of Positive Behavioral Interventions and Supports and minimizing exclusionary discipline practices such as suspensions and expulsions
- ensuring that school staff are explicitly teaching, modeling and reinforcing social-emotional learning (SEL) competencies
- training school and school-based OST staff on incorporating trauma-sensitive and trauma-informed approaches into school policies and practices
- regularly assessing and reporting upon the district-and building-level implementation of these practices and providing appropriate resources for continuous improvement

### ***Counseling, Psychological and Social Services***

Counseling, psychological and social services support the social, emotional and/or behavioral (SEB) needs of students and promote success in the learning process. These services include individual assessments, direct interventions and referrals to school and community support services, as well as systems-level approaches including resource mapping, school-community-family collaboration and ongoing

participation in safety and crisis response efforts.

The district is committed to ensuring that the SEB needs of all students are met. The district will support students' SEB needs by:

- ensuring that an evidenced-based process for identifying students with SEB needs is in place
- ensuring access by students to highly qualified, mental health professionals in the school setting (with appropriate student to professional ratios) and a referral pathway for connecting students to community-based providers as needed
- coordinating with school and community-based mental health providers to address students' SEB needs
- implementing evidence-based programs and practices which support a positive social-emotional climate
- implementing evidence-based interventions for students in need of additional SEB support

- ensuring that suicide prevention policies and programs are in place in all buildings and that school and school-based staff are trained in identifying students at risk and referring them to appropriate services
- providing appropriate training to all school and school-based staff on meeting students SEB needs
- coordinating with caregivers and students to address students' SEB needs
- regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement.

### ***Health Services***

School health services address existing and potential health problems, including providing first aid, emergency care and assessment and planning for the management of chronic conditions (such as asthma and diabetes). In addition, wellness promotion, preventative services and staff, caregiver and student education help to ensure the optimal health of all students.

The district is committed to ensuring that the physical health needs of all students are met. The district will support students' physical health by:

- conducting assessments and planning for meeting the individual chronic disease management needs of students through the Section 504 of the Rehabilitation Act of 1973.
- coordinating with caregivers and community medical providers to address students' health needs
- disseminating health information resources to students and caregivers (e.g., pamphlets, flyers and posters)
- providing student physical health screenings (e.g., vision and hearing)
- addressing management of acute health incidents (e.g., allergic reactions, asthma attacks, and low blood sugar) in the school setting
- providing education regarding high-risk behaviors such as sexual activity and substance use
- coordinating with caregivers to address students' health needs

### ***Physical Environment***

The physical school environment includes the school buildings as well as the area and facilities surrounding them. A healthy school environment will address schools' physical condition during normal operation as well as renovation, and will protect staff and students from physical dangers as well as biological and chemical agents in the air, water or soil including those brought into the school.

The district is committed to ensuring that the school environment protects the health and safety of students and staff. The district will support healthy and safe school environments within and around all district facilities by:

- identifying regular cleaning and maintenance practices and ensuring compliance with safety standards
- addressing prevention and safe removal (if applicable) of mold and moisture
- addressing reduction/minimization of student and staff exposure to toxins (e.g., vehicle exhaust, mold, air pollution, pesticides and cleaning products)
- specifying a system or time frame for monitoring and addressing water quality
- specifying an integrated pest management plan or time frame



- addressing the physical condition of buildings and grounds (e.g., lighting, noise, ventilation and air quality) through a plan or time frame
- establishing tobacco-free building and grounds
- educating students, school staff on maintaining the safety of the school physical environment
- specifying physical safety measures and procedures (e.g., double entry access, locked doors and windows, surveillance, supervision of hallways, check-in/check-out systems for visitors and safe transport)
- requiring the establishment of an ongoing school safety team for the district and in each school building
- specifying a crisis preparedness and response plan for the district and assisting each school in developing a plan
- regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

### ***Employee Wellness***

Schools are worksites as well as places of learning. Ensuring that school employees' physical, social-emotional and mental health needs are met is pivotal to their well-being and to students' before academic success. Schools should create work environments that support healthy eating, physical activity and healthy behaviors, such as not using tobacco, and that address the social-emotional health of staff through explicit focus on stress management, maintaining positive relationships, teacher self-efficacy and support for purpose-driven work. Employee wellness programs and healthy work environments can decrease employee health insurance premiums and reduce employee absenteeism and turnover.

The district is committed to supporting the physical and mental health and well-being of all district employees. The district will support employee health and well-being by:

- engaging educators as stakeholders in all school improvement and planning processes
- designating employee wellness (both physical and mental) as a priority in the district organizational structure
- disseminating physical and mental health information resources to school staff (e.g., pamphlets, flyers and posters)
- promoting a positive workplace climate with a focus diversity and inclusion practices
- designating a consistent and systemic approach for employee conflict resolution
- including employees in regularly assessing and reporting on the district- and building- level implementation of these practices and providing appropriate resources and training for continuous improvement

### ***Caregiver Engagement***

The district is committed to encouraging caregiver engagement in school-level decision making and activities. The district will support caregiver engagement by:

- ensuring that caregivers are actively recruited for inclusion on the DWC with attention to diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.

- ensuring that caregivers participate in the development, implementation and periodic review and update of the LWP
- making the LWP available to the public
- ensuring that schools and school-based OST providers are providing opportunities for ongoing, sustained family engagement throughout the school year
- ensuring that schools and school-based OST providers are providing opportunities for two-way communication with caregivers
- supporting schools in aligning caregiver engagement activities with the needs of the community and district wellness objectives
- ensuring that schools are using culturally responsive practices to engage caregivers
- disseminating health information resources to caregivers

(e.g., pamphlets, flyers and posters)

- providing programs on physical activity, nutrition and other physical and mental health topics for caregivers

and community members that are fully inclusive, culturally informed and address the need of the community

- providing school-based volunteer opportunities for caregivers
- including caregivers in regularly assessing and reporting on the district- and building- level implementation of these practices and providing appropriate resources and training for continuous improvement

### **Parent Meal Pickup for Students**

In response to current circumstances caused by the COVID-19 outbreak, the U.S. Department of Agriculture has authorized procedures to allow parents/guardians of children under the age of 19 to pick up meals for their children without their child being present. Parents who are picking up meals and whose children are not with them must provide one of the following forms of documentation at the point of distribution. This is to verify that the children are eligible to receive meals. Parents may not receive meals for other family's children. Children that are with their parent do not need to provide documentation of guardianship.

- A school ID for your child/children
- An individual student report card
- An official email or letter from your school listing your children who are enrolled in school
- Attendance record or any other official school document showing the name of your child
- A student pick-up placard which has the name of your child
- A birth certificate

At the point of pickup, the parent/guardian will display one of listed forms of identification listed. Meal service staff will check to ensure the meal is reimbursable and provide the parent with the "take home" meal. Staff will ensure the parent/guardian completes the Meal Pickup form.

### **Community Involvement**

The district is committed to encouraging community involvement in school-level decision making and activities. The district will support community involvement by:

- ensuring that community members are actively recruited for inclusion on the DWC with attention to diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.

- ensuring that community members participate in the development, implementation and periodic review and update of the LWP
  - making the LWP available to the public
  - developing relationships with community organizations to identify community-based opportunities for student service-learning
  - developing joint or shared-use agreements for physical activity participation at all schools
  - including community members in regularly assessing and reporting on the district- and building-level implementation
- of these practices and providing appropriate resources and training for continuous improvement

***Committee Members***

With the purposes of monitoring the implementation of this policy, evaluating policy progress, serving as a resource to school sites, and revising the policy as necessary, a wellness policy committee has been established. The committee will meet a minimum of annually. The wellness policy committee includes the following:

Brian Grossenburg	Principal
Virginia Villaneda	Breakfast – Lunch Coordinator
Elena Hilbreth	YUHSD #70 Representative
Alicia Huizar	Agency Representative
Gisel Lira	Parent
Yanitza Lira	Student Representative
Laeyla Martinez	Student Representative
Juan Lerma	Lead Teacher
Amber Cygan	Assistant to the Principal