

Wellness Policy Best Practices: Nutrition



Implementing (I)	Transitioning (T)	Modeling (M)	Best Practices
All school food service personnel receive required food safety training at a minimum of every 5 years. Continuing education training for all food service personnel meets federal and state requirements.	All school food service personnel receive required food safety training at a minimum of every 3 years.	All school food service personnel receive food safety training annually.	
The dining area has seating to accommodate all students during each serving period.	The food service area is clean, orderly, and has an inviting atmosphere that encourages meal consumption.	High School: Closed campus. Students must remain at school during lunch periods.	Offer variety of menu options (A La Carte) (M) Incorporate from-scratch items (M) Position unflavored milk in first milk cooler (M) Add flavor stations with salt-free seasonings (M)
The dining area has adequate adult supervision.	Food service personnel and supervisory staff use positive communication cues with students to promote consumption of foods served as part of Child Nutrition Programs.	Adults model healthy eating in the dining areas and encourage students to taste new and/or unfamiliar foods.	Encourage staff to drink non-water beverages in concealed containers (M) Provide resources with nutrition talking points for lunchroom monitors (T, M) Have monthly sampling activity during lunch period with unique produce items (M) Offer tastes of foods not selected and encourage students to try new items (M) Smarter Lunchroom techniques via conversations with students (T, M)
The students are allowed to converse with one another at least part of the mealtime.	Mealtime conversation is not prohibited for the entire mealtime as disciplinary action.	The students are allowed to converse during the entirety of the mealtime.	Ensure lunchroom seating is conducive for socialization (enough seating at each table, seating provides comfortable eating environment (I, T, M))

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Reimbursable meals and/or parts of a reimbursable meal are not withheld or denied as a disciplinary action.	Students are not disciplined by separating from other students in the dining area.	Students are not disciplined by being seated in a separate location.	
Content of reimbursable lunch and breakfast is identified near or at the beginning of the serving line(s).	One or more Kansas food products served as a part of the school meals program and identified at the beginning of the serving line each week.	Two or more Kansas food products served as a part of school meals program and identified at the beginning of the serving line each week.	Utilize tower garden, greenhouse, and/or hydroponic tower produce in school meals (T, M) Incorporate local products from each MyPlate category: fruits, vegetables, protein, grains, dairy (M)
Meals and snacks served under the USDA At-Risk Afterschool Meals, Afterschool Snack Program, Fresh Fruit & Vegetable Program and/or Summer Food Service Program comply with all federal regulations and state policies.	Participate in one of four programs.	Participate in two or more of the four programs.	At-Risk Afterschool Meals, Afterschool Snack Program, Fresh Fruit & Vegetable Program, or Summer Food Service Program (I, T, M)
Students have access to free drinking water throughout the school day, including during meal service. Hygiene standards for all methods delivering drinking water will be maintained.	Students are allowed to have clear/translucent individual water bottles in the classroom where appropriate.	Students have clear/translucent individual water bottles in the classroom where appropriate.	Install water bottle filling stations (I)
District develops nutritional standards for non-sold food and beverages made available on school campus during the school day.	District adopts Smart Snacks in School "All Foods Sold in Schools" Standards for non-sold food and beverages made available on school campus during the school day.	Non-sold foods and beverage meet Smart Snacks in School "All Foods Sold in Schools" Standards. The focus of classroom celebrations is not on food.	Find more information on healthy classroom celebrations here: Healthy Celebrations (cnw.ksde.org, FSF Chapter 21)
Schools provide staff information on non-food rewards.	Schools begin incorporating non-food rewards.	Food is not used as a reward in district schools unless the food meets Smart Snacks in School "All Food Sold in Schools" Standards.	Utilize Team Nutrition resources such as stickers for healthy food choices (T, M) Find more information on active rewards here: Activate Your Rewards (cnw.ksde.org, FSF Chapter 21)

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All school breakfasts comply with USDA regulations and state policies.	At least three different fruits are offered each week on three different days. At least one fruit per week is served fresh.	At least five different fruits are offered each week. At least two fruits per week are served fresh at breakfast, four fruits per week are served fresh at lunch.	Fresh fruit and vegetable sampling once per week ("Tasty Tuesday," "Farm Friday") (T, M)
Students have the opportunity to eat breakfast.	District offers at least 15 minutes "seat time" for students to eat breakfast (not including time spent walking to and from class or waiting in line) or Grab n Go breakfast options are available.	District has implemented alternative 2 nd Chance Breakfast service options. "Breakfast in the Classroom" or "Breakfast After First Period" is available.	Find more information on Breakfast options here: cnw.ksde.org , FSF Chapter 21)
All school lunches comply with USDA regulations and state policies.	At least three different fruits are offered each week. Two fruits per week are served fresh.	At least five different fruits are offered each week. Four fruits per week are served fresh.	
	One additional 1/2 cup* vegetable is offered weekly from any of three vegetable subgroups (dark-green, red/orange, dry beans and peas).	An additional 1 cup of vegetable is offered weekly from any of the three vegetable subgroups (dark green, red/orange, dry beans and peas).	Provide Garden Bar at lunch meal (I, T, M)
<p><i>* Schools may offer the additional 1/2 cup or 1 cup offerings, respectively, or they may spread the amount out over the course of the week with a minimum of at least 1/8 cup of the vegetable at a time. This can be met without adding to the total offerings required by the current meal pattern by offering Dark-Green, Red/Orange, and Dry Beans and Peas subgroup offerings as some of the "additional vegetables" needed to meet weekly total meal pattern requirements. Schools may also offer Dark-Green, Red/Orange and Dry Beans and Peas subgroup vegetables in place of vegetables from the "Other Vegetables" subgroup.</i></p>			
Students have at least 15 minutes "seat time" to eat lunch not including time spent walking to/from class or waiting in line.	Students have at least 20 minutes "seat time" to eat lunch not including time spent walking to/from class or waiting in line.	Students are offered recess before lunch and at least 20 minutes seat time to eat.	Have physical activity games available in gym prior to lunch (M) Create efficient serving lines to maximize time (I, T) Find more information on recess before lunch here: cnw.ksde.org , FSF Chapter 21)
All foods and beverages sold in schools are in compliance with USDA's Smart Snacks in School "All	All foods and beverages sold in schools are in compliance with USDA's Smart Snacks in	All foods and beverages sold in schools are in compliance with USDA's Smart Snacks in	

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Foods Sold in Schools" Standards from the midnight before to 30 minutes after the end of the official school day.	School "All Foods Sold in Schools" Standards from the midnight before to 5 pm.	School "All Foods Sold in Schools" Standards 24 hours a day.	
No energy drinks are sold on school property from the midnight before to 30 minutes after the end of the official school day.	No energy drinks are sold on school property from the midnight before to 5 pm after the end of the official school day.	USDA's Smart Snacks in School Beverage Standards for middle schools apply to high school (only 100% juice, water, milk).	
Fundraising within the school day meets USDA's Smart Snacks in School "All Foods Sold in Schools" Standards (sans the exempted fundraisers).	Fundraising within the school day and until 5 PM meets USDA's Smart Snacks in School "All Foods Sold in Schools" Standards (sans the exempted fundraisers).	No exempted fundraisers. All fundraisers involving foods or beverages meet the USDA's Smart Snacks in Schools" Standards.	
	Fundraising activities involving the sale of food or beverages that meet USDA's Smart Snacks in School "All Foods Sold in Schools" Standards and/or exempted fundraisers will not take place until after the end of the last lunch period.	Fundraising activities support nutrition, nutrition education, and physical activity messaging.	Encourage fundraisers focusing on physical activity – collect pledges on miles walked, biking race with healthy snacks offered at checkpoints (M). Provide gift card prizes for physical activity centered experiences (trampoline park, dance classes) (M) Find more information on fundraising here: Healthy Fundraising (cnw.ksde.org_FSF_Chapter 21) :

Wellness Policy Best Practices: Nutrition Promotion and Education



Implementing (I)	Transitioning (T)	Modeling (M)	Best Practices
Students provide input on foods offered in the cafeteria.	Students learn about the nutrition requirements for school meals and some students are involved in helping plan menus annually.	A student advisory council is formed and meets with a food service representative and school administration twice a year to provide input.	Create set meeting times at the beginning of the year to put on the calendar with all parties involved. (I, T, M)
District promotes participation in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) if applicable and to choose nutritious foods and beverages throughout the day. Menus are posted on school website and/or distributed to families via another method.	District implements marketing and advertising of nutritious foods and beverages consistently through a comprehensive and multi-channel approach to school staff, teachers, parents, and students.	District implements marketing and advertising of nutritious foods and beverages consistently through a comprehensive and multi-channel approach to the community.	Provide social media posts with health and wellness information or school foodservice activities. (I, T, M) Add MyPlate poster with daily menu component breakdown both in school and online via website/social media. (I, T, M)
District allows marketing* (oral, written, or graphics) of only those foods and beverages sold on the school campus during the school day that meet the requirements set forth in the Smart Snacks Rule. (Schools are not required to allow food or beverage marketing on campus).	District allows marketing* (oral, written, or graphics) of only those foods and beverages that meet the requirements set forth in the Smart Snacks Rule on the school campus during school activities.	District allows marketing* (oral, written, or graphics) of only those foods and beverages that meet the requirements set forth in the Smart Snacks Rule on the school campus at all times.	
*School marketing includes food and beverage advertising and other marketing, such as the name or depiction of products, brands, logos, trademarks, or spokespersons or characters, on any property or facility owned or leased by the school district or school (such as school buildings, athletic fields, school buses, parking lots, or other facilities).			

Implementing (I)	Transitioning (T)	Modeling (M)	Best Practices
<p>All students in grades K-12 will have the opportunity to participate in culturally relevant activities, as appropriate, and a variety of learning experiences that support development of healthful eating habits that are based on the most recent Dietary Guidelines for Americans and evidence-based information.</p>	<p>District administrators inform teachers and other school personnel about opportunities to participate in professional development on nutrition and on teaching nutrition.</p>	<p>The wellness committee, teachers and other school personnel participate in nutrition education-related professional development at least once a year.</p>	
<p>Include nutrition education as part of physical education/health education classes and/or stand-alone courses for all grade levels, including curricula that promote skill development.</p>	<p>Active classroom learning experiences are provided such as involving students in food preparation or other hands-on activities at least once a semester.</p>	<p>Active classroom learning experiences are provided such as involving students in food preparation or other hands-on activities at least once each quarter.</p>	<p>Offer “Kids A Cooking”/”Kids in the Kitchen” class (I, T, M)</p> <p>Body Venture (I, T, M)</p>
<p>District uses qualified personnel or organizations from the community to provide nutrition education to students under the direct supervision of a teacher once/year.</p>	<p>District uses qualified personnel or organizations from the community to provide nutrition education to students under the direct supervision of a teacher once/semester.</p>	<p>District uses qualified personnel or organizations from the community to provide nutrition education to students under the direct supervision of a teacher once/quarter.</p>	<p>Provide education from physical education teacher, school nurse, county extension office, Farm Bureau, high school to elementary students, commodity organizations, farmers/ranchers/producers on wellness topics: lifestyle changes, healthy eating practices, movement in the classroom, supplements, fad diets, baking, local products (I, T, M)</p> <p>Partner with local Chef for culinary lesson education (I, T, M)</p> <p>Elementary/middle school students mentored by community members (I, T, M)</p>

Implementing (I)	Transitioning (T)	Modeling (M)	Best Practices
Integrate age-appropriate nutrition education into at least one core subject such as math, science, language arts, and social sciences, as well as into at least one non-core/elective subject.	Integrate age-appropriate nutrition education into at least two core subjects such as math, science, language arts, and social sciences as well as in two or more non-core/elective subjects.	Integrate age-appropriate nutrition education into three or more core subjects such as math, science, language arts, and social sciences as well as in three or more non-core and elective subjects.	<p>Monthly Ag in the Classroom lessons (M)</p> <p>FACS class education on cooking/kitchen techniques (I, M)</p> <p>Discuss nutrition facts for meals served in the lunchroom (I, T, M)</p> <p>On Ag Day, incorporate lessons relating to Farm to Plate (I, T, M)</p> <p>Teach health/nutrition information during summer school program (I, T, M)</p>
Include nutrition and health posters, signage, or displays in the cafeteria food service and dining areas that are rotated, updated, or changed quarterly.	Include nutrition and health posters, signage, or displays in classrooms, hallways, gymnasium, and/or bulletin boards that are rotated, updated, or changed quarterly.	School personnel collaborate with the school nutrition staff to use the cafeteria as a nutrition learning laboratory that allows students to apply critical thinking skills.	<p>Visuals/posters throughout the building and cafeteria promoting healthy habits (I, T, M)</p> <p>Utilize foodservice kitchen for culinary education (M)</p> <p>Allow students in the kitchen to help prepare a meal (M)</p>
Offer information to families at least once per semester that encourages them to teach their children about health, nutrition and agriculture education and assists them in planning nutritious meals for their families.	Offer information to families at least once per quarter that encourages them to teach their children about health, nutrition and agriculture education and assists them in planning nutritious meals for their families.	Offer information to families at least once per month that encourages them to teach their children about health, nutrition and agriculture education and assists them in planning nutritious meals for their families.	<p>Add healthy tips/education section to district newsletter/emails/website (I, T, M)</p> <p>Monthly newsletter by FSD on school nutrition news, menus, recipes, tips (M)</p>

Wellness Policy Best Practices: Physical Activity



Implementing (I)	Transitioning (T)	Modeling (M)	Best Practices
All students in grades K-12 have the opportunity to participate in moderate to vigorous physical activity at least 2 times per week during the entire school year.	All students in grades K-12 have the opportunity to participate in moderate to vigorous physical activity 3 or more times per week during the entire school year.	All students in grades K-12 have the opportunity to participate in moderate to vigorous physical activity every day during the entire school year.	
District prohibits the use of physical activity as a punishment. District prohibits withholding physical activity, including recess and physical education, as punishment.	District encourages extra physical activity time as an option for classroom rewards.	District uses extra physical activity time as a classroom reward.	Provide physical activity games as reward (T, M) Create gaming wall with exercise activities (T, M) Reward room with physical activity games: ping pong table, pool table, Wii (T, M)
Physical education is taught by teachers licensed by the Kansas State Department of Education.	Physical education teachers are licensed and participate in physical education and/or physical activity specific professional development every 2 years.	Physical education teachers are licensed and have advanced certification and/or education.	
The physical education curriculum is sequential and consistent with Kansas State Board of Education approved physical education teaching standards for pre-kindergarten through grade 12.	Physical Education teaches basic motor skills, enhances knowledge of concepts related to movement needed to achieve and maintain health for lifetime physical activity.	District offers lifetime sports and fitness classes/opportunities.	
Elementary students receive 90-119 minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity.	Elementary students receive 120-149 minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity.	Elementary students receive 150+ minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity.	

Implementing (I)	Transitioning (T)	Modeling (M)	Best Practices
Middle school students are offered physical education at all grade levels and receive 90-119 minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity.	Middle school students are offered physical education at all grade levels and receive 120-149 minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity.	Middle school students are offered physical education at all grade levels and receive 150+ minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity.	
High school students are provided structured physical education in at least 1 course required for graduation.	Additional opportunities for physical education as an elective are offered.	High school students are provided structured physical education in at least 2 courses required for graduation.	Offer unique PE classes for all school grades: strength and conditioning, cardio classes, rock climbing wall, yoga (I, T, M)
Physical education curriculum encourages a multi-dimensional fitness assessment.	Physical education curriculum includes fitness assessment of at least 50% of all students enrolled in physical education and student fitness reports are available to parents.	Physical education curriculum includes fitness assessment of at least 90% of all students enrolled in physical education and student fitness reports are available to parents.	
Elementary school students have at least 15 minutes a day of supervised recess (not including time spent getting to and from the playground), preferably outdoors. Supervisory staff encourage moderate to vigorous physical activity.	Elementary school students have two supervised recess periods per day (not including time spent getting to and from the playground), totaling at least 20 minutes. Supervisory staff encourage moderate to vigorous physical activity.	Elementary school students have two supervised recess periods per day, totaling at least 30 minutes (not including time spent getting to and from the playground), with one being offered in the morning. Supervisory staff encourage moderate to vigorous physical activity.	
School policy outlines guidance on conditions regulating indoor and outdoor recess during extreme weather conditions.	Each school provides equipment, instruction, and supervision for active indoor recess.	Students that participate in indoor recess are provided moderate to vigorous physical activity opportunities.	Utilize projector for indoor recess/PE classes (T, M)

Implementing (I)	Transitioning (T)	Modeling (M)	Best Practices
<p>Structured physical activity opportunities, in addition to recess and physical education, are encouraged for all students.</p>	<p>Structured physical activity opportunities, in addition to recess and physical education, are offered to all students at least 1 time daily. School staff are encouraged to participate.</p>	<p>Structured physical activity opportunities, in addition to recess and physical education, are offered to all students at least 2 times daily. School staff are encouraged to participate.</p>	<p>Add sensory pathways in hallways (I, T, M)</p> <p>“Wellness Drills” – walk around the stadium or nearby park after drills (I)</p> <p>Play music in the hallway between class periods encouraging students to dance (I, T, M)</p> <p>Add recess time before or extra 5-10 minutes at the end of the lunch period (T)</p> <p>Take students out for hikes in the area (I)</p> <p>Walk to food bank to drop off donations (I)</p> <p>“1st Wednesdays” – 1.5 hours of extra physical activity offered during school day (relay races, musical basketball chairs, wheelbarrow races, sack races) (I)</p>
<p>Professional development on integrating physical activity into core/non-core subjects is provided to licensed physical education teachers, school nurses, and building administrators.</p>	<p>Professional development on integrating physical activity into core/non-core subjects is provided to most staff.</p>	<p>Professional development on integrating physical activity into core/non-core subjects is provided to all staff.</p>	
<p>Structured physical activities are approved by a licensed physical education teacher and integrated into health education and at least one core subject, such as math, science, language arts, and social sciences, as well as in non-core and elective subjects.</p>	<p>Structured physical activities are approved by a licensed physical education teacher and integrated into at least two core curriculum subjects, such as math, science, language arts, and social sciences, as well as in non-core and elective subjects.</p>	<p>Structured physical activities are approved by a licensed physical education teacher and integrated into three or more core curriculum subjects, such as math, science, language arts, and social sciences, as well as in non-core and elective subjects.</p>	<p>Incorporate classroom movement: “Stop, Drop and Move,” Brain Breaks, GoNoodle, Bal-A-Vis-X (I)</p> <p>Music Class plans one day of “active participation” for students (I)</p> <p>Add physical activity games to afterschool programs (I)</p> <p>Offer flexible seating/standing desks (I, T, M)</p> <p>Encourage outdoor classroom and lunch times (I)</p>
<p>Extracurricular physical activity programs, such as a physical activity club or intramural programs, are offered.</p>	<p>Extracurricular physical activity programs, such as a physical activity club or intramural programs, are offered with input from students, and meet</p>	<p>Extracurricular physical activity programs, such as a physical activity club or intramural programs, are offered through</p>	<p>Create Walking Club before and after school (I)</p> <p>Step challenges between teachers, students, community (I, T, M)</p>

Implementing (I)	Transitioning (T)	Modeling (M)	Best Practices
	the needs, interest and abilities of a diverse student body.	partnerships with community organizations and resources.	<p>Collaborate with City Recreation/YMCA/Civic Center for physical activity opportunities in the community (M)</p> <p>Fitness Calendar – student receive points for being active outside of school hours, double points in parents participate. Prizes awarded at the end of the school year (I, T, M)</p> <p>Participate in Kids Heart Challenge, Jump Rope for Heart, Girls on the Run, Let’s Move Kansas (I, T, M)</p> <p>Provide transportation for after sports practices to increase participation (M)</p>
An assessment on walking and/or biking to school has been completed to determine safety and feasibility.	The school has developed a walk and/or bike to school plan and encourages students to walk and/or bike to school based on a safety and feasibility assessment.	The school has implemented a walk and/or bike to school plan or implemented an alternative plan based on a safety and feasibility assessment and has communicated it to the community.	
Community members are provided access to the district’s outdoor physical activity facilities.	Community members are provided access to the district’s indoor and outdoor physical activity facilities at specified hours.	Community members are encouraged to access the district’s indoor and outdoor physical activity facilities at specified hours.	Prioritizing upgrades to playground equipment (I)
Offer information via multiple channels at least once per semester to all families that encourages them to teach their children about physical activity and assists them in planning physical activity for their families.	Offer information via multiple channels and provide opportunities for physical activity at least once per quarter to all families that encourages them to teach their children about physical activity and assists them in planning physical activity for their families.	Offer information via multiple channels and provide opportunities for physical activity at least once per month to all families that encourages them to teach their children about physical activity and assists them in planning physical activity for their families.	<p>Plan activity-oriented events: Winter Palooza, Skating Party, 5K/Color Runs, Back to School Swim Night, Mother/Son pickleball evening or Daddy/Daughter Dance, Bike to School Day, Bring Your Parent to PE Day, Powder Puff Football Game, Fall Family Festival, Freedom Walk, Wacky Olympic Family Night (I, T, M)</p> <p>Host a reading party at local park for outdoor play (I)</p> <p>“12 Days of Fitmas” over Christmas Break (I)</p>

Wellness Policy Best Practices: Integrated School Based Wellness



Implementing (I)	Transitioning (T)	Modeling (M)	Best Practices
<p>Annual staff wellness activities and/or professional development opportunities related to nutrition, physical activity, mental health, and abstaining from tobacco and e-cigarettes are provided to encourage district staff to serve as healthy role models. Staff wellness activities and training may also include additional components of the Whole School, Whole Community, Whole Child Model.</p>	<p>Each semester, provide staff wellness activities and/or professional development opportunities related to nutrition, physical activity, mental health, and abstaining from tobacco and e-cigarettes are provided to encourage district staff to serve as healthy role models. Staff wellness activities and training may also include additional components of the Whole School, Whole Community, Whole Child Model.</p>	<p>Each quarter, provide staff wellness activities and/or professional development opportunities related to nutrition, physical activity, mental health and abstaining from tobacco and e-cigarettes are provided to encourage school staff to serve as healthy role models. Staff wellness activities and training may also include additional components of the Whole School, Whole Community, Whole Child Model.</p>	<p>Offer on-site wellness: dental services, biometric screenings, vaccinations, grief counseling (I)</p> <p>Offer Tele-doc services to staff (M)</p> <p>Provide staff health initiatives: stipends for completed wellness activities, additional funds to insurance/HAS plan paid by district (I)</p> <p>Offer CPR Certification (I)</p> <p>Provide staff wellness initiatives: Walktober, hydration challenges (I, T)</p>
<p>Complete the CDC School Health Index, biannually.</p>	<p>Results of the CDC School Health Index are shared with the district administration and local school board.</p>	<p>Results of the School Health Index are shared with the public.</p>	
<p>Annually, offer district-sponsored wellness family activities that address one or more components of the Whole School, Whole Community, Whole Child Model.</p>	<p>Each semester, offer district-sponsored wellness family activities that address one or more components of the Whole School, Whole Community, Whole Child Model.</p>	<p>Quarterly, offer district-sponsored wellness family activities that address one or more components of the Whole School, Whole Community, Whole Child Model.</p>	<p>Plan community Clean-Up Day (I)</p> <p>Teach DARE curriculum as part of school family night activities (I)</p> <p>“12 Days of Wellness” or “12 Days of Gratitude” challenge for district (I)</p>

Implementing (I)	Transitioning (T)	Modeling (M)	Best Practices
			<p>Plan annual plant sale from greenhouse plants with proceeds going toward funds for school wellness (I)</p> <p>Students plan Health Fair for the school/community members (I)</p> <p>Create character programs for mental/emotional/social health (I)</p> <p>Promote outdoor school-sponsored activities such as hiking, fishing, nature exploration, golf tournament (I, T, M)</p> <p>Offer themed wellness event such as March Madness Wellness Calendar (I, T, M)</p> <p>Weekly Food Table – students pack sack lunches for the weekend that require little to no preparation (M)</p>
<p>Annually partner with local health agencies and community organizations.</p>	<p>Each semester, partner with local health agencies and community organizations.</p>	<p>Quarterly, partner with local health agencies and community organizations.</p>	<p>Collaborate with Harvesters Food Bank for volunteer opportunities (I, T, M)</p> <p>Arrange presentations from counselors, state troopers, health department, county extension on various topics: suicide prevention, body organ functions, Glo Germs used for education on germ transfer, smoking cessation, vaping, hygiene, emotional wellness (I, T, M)</p> <p>Apply for grant opportunities to create walking/hiking trails, provide equipment for teaching kitchens, healthy snacks/water, education materials (I)</p> <p>Provide internship for culinary careers/CNA classes (I, T)</p> <p>“Lunch Bunch” – three to four students eat lunch with community members (I, T, M)</p>

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District Wellness Committee will discuss the development of a farm to school program.	Facilitate the integration of a farm to school program and curricular activities including hands-on activities as appropriate to facilitate the nutritional and educational goals in 50% of the schools.	Facilitate the integration of a farm to school program and curricular activities including hands-on activities as appropriate to facilitate the nutritional and educational goals in 75% of the schools.	
Farm to school activities conducted annually in one or more schools.	Farm to school activities conducted each semester in one or more schools.	Farm to school activities are integrated into one or more core subjects.	Care for Community Gardens as part of science class (M) Develop math lessons to incorporate Farm to School, such as recipe math to use garden produce in meals (M)
Each semester, culturally relevant health information is provided to families via handouts, postings on the district website, newsletters, presentations and workshops.	Quarterly, culturally relevant health information is provided to families via handouts, postings on the district website, newsletters, presentations and workshops.	Monthly, culturally relevant health information is provided to families via handouts, postings on the district website, newsletters, presentations and workshops.	
The local district wellness policy committee meets at least twice per year.	The local district wellness policy committee or subcommittee (s) meets at least once per quarter.	The local district wellness policy committee or subcommittee (s) meets at least once per month during the school year.	
The school wellness committee makes appropriate updates or modification to wellness policy based on assessment and an update on the progress toward meeting the State Model Wellness Policy is made available to the public, including parents, students and the community.	The wellness policy assessment and progress toward meeting the State Model Wellness Policy are presented to school and district staff.	The wellness policy assessment and progress toward meeting the State Model Wellness Policy are presented to and approved by the local school board.	