

## Parental Partnership: Title I Parent and Family Engagement Policy

The school has adopted a policy addressing the importance of parent and family engagement. The school and the board of education recognizes the rights of parents or guardians to be fully informed of all information relevant to their children who participate in programs and projects funded by Title I (Elementary and Secondary Education Act) [1116(a)(1)]. The Title I Parent and Family Engagement Policy was jointly developed with and agreed on, by parents and family members of Title I participating children [1116(a)(2)(A)]. The Parent and Family Engagement Policy is provided to parents, families, and community partners in an understandable format and is updated to meet the needs of the included stakeholders [1116(b)(1)]. In addition to existing policies and guidelines, the school also recognizes the need for a policy that meets the requirements under Section 1116 of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 (P.L. 114-95). The school will ensure parental involvement and family engagement in these programs and projects by:

### Building a Capacity for Parent and Family Engagement

Parents and family members of students are vital contributors in the education of their children. The school will ensure that all parents/guardians are involved in our school in a meaningful manner in order to improve student academic achievement. Two-way communication between the school and home, both verbal and written, provides a sound base for a good partnership to provide an effective educational program for all students. Full realization of the partnership will be achieved through on-going commitment and active participation by both home and school. The policy describes how federal and applicable state requirements for parental and family engagement will be met and sets the school's expectations and objectives for meaningful parent and family involvement and engagement. Specifically, we will do the following in order to build a capacity for parent/guardian involvement and engagement:

- a. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time [1116 (d)(1)];
- b. Provide assistance (materials and education) to parent/guardians of children served in understanding such topics as the school's curriculum, assessments, and proficiency level expectations, and how to work with educators to improve the achievement of their children [1116(e)(2)]. Efforts are made to assist parents in understanding challenging State academic content standards and the academic achievement levels established for students, the school curriculum, and school expectations and assessment results[1116(e)(1)];
- c. Educate all school staff in the value and utility of contribution of parents/guardians; and in how to reach out to, communicate with, and work with parents/guardians as equal partners; implement and coordinator parent/guardian programs, and build ties between parents/guardians and the school [1116(e)(3)];
- d. Coordinate and integrate, to the extent feasible and appropriate, parent/guardian involvement programs and activities that encourage and support parents/guardians in more fully participating in the education of their children [1116(e)(4)];
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating children in a format and, to the extent practicable, in a language the parents/guardians can understand [1116(e)(5)];

- f. Provide other reasonable support for parental involvement and involvement activities to ensure a successful partnership amongst the school, parents, and the community to improve student achievement [1116(e)(14)].

**Providing the coordination, technical assistance, and support necessary to assist the school in planning and implementing effective parent/guardian involvement and engagement activities to improve the student academic achievement and school performance [1116(a)(2)(B)].**

To the extent feasible and appropriate, parent and family engagement strategies will be coordinated and integrated with other relevant Federal, State, and local laws and programs [1116(a)(2)(C)].

The following initiatives have been implemented at the school:

- a. Annual Title I Parent Meeting to inform parents/guardians of Title I requirements, their rights to be involved and provide input in school policies and planning, how progress is measured and how they receive feedback about their child's progress [1116(c)(1)].
- b. Parent and family meetings are scheduled throughout the year to provide parents of Title I children with a description and explanation about the school's curriculum, assessments, and proficiency level expectations. Efforts are made to assist parents of Title I children in understanding challenging State academic standards and the achievement levels established for students, the school curriculum, and school expectations and assessment results [1116(c)(4)(B)].
- c. Parents/guardians have the opportunity to make arrangements to speak to their child's teacher regarding their child's progress throughout the school year.
- d. Parent-Teacher Conferences are scheduled during the school year to give parents/guardians the opportunity to discuss and to get information pertaining to their child's academic progress.
- e. Progress reports and report cards are sent home to notify parents of their child's performance and progress.
- f. The principal will be available upon request to help parents/guardians better understand the state assessments.
- g. Parent learning events and materials to help parents and families develop and use at-home skills that support their child's academic and social development.
- h. Meetings are scheduled for parents to provide suggestions and direction relating to the education of their children and for the school to respond to any parent suggestions as soon as practicably possible [1116(c)(4)(C)].

Other activities that promote parent/guardian involvement and engagement (but not limited to):

- a. School assemblies/ceremonies (parents invited)
- b. Volunteer opportunities
- c. Classroom observations (as requested)
- d. Special event and reminder notices
- e. Parent Room with community resources listed and computer access
- f. Voice of Parent survey
- g. Athletic and extra-curricular events (as they occur)

In order to develop a partnership between the home and the school, and to build meaningful, consistent, and effective communication, the information regarding school programs is provided to parents/guardians in a timely manner according to the following ways [1116(c)(4)(A)]:

- a. Annual Title I Parent Meeting
- b. Annual Parent and Family School Improvement Meeting
- c. The Parent and Student Handbook
- d. Regular school and classroom newsletters

- e. The annual school calendar
- f. Report Cards
- g. Parent-Teacher conferences
- h. Parent and Family Engagement events
- i. The School-Parent Compact
- j. Bilingual staff or translators are available for interpretation and translation of important documents for limited English proficient parents/guardians and families of migratory children
- k. School administration will meet with families who have limited English proficiency, families with members who have disabilities, families experiencing homelessness, and migratory families to provide information regarding support available to them [1116(f)]

### **Involving Parents/Guardians in the development of the Parent and Family Engagement Policy, the Title I Plan, and School Improvement Planning**

Parents/guardians will be involved in the planning, review, and improvement of the school's parent and family engagement policy, and the joint development of the school improvement plan, the Title I Program, and the Parent and Family Engagement Plan [1116(a)(2)(F)], [1116(a)(3)(B)], [1116(c)(3)]. At least annually, the school, parents/guardians, and family members will be invited to evaluate the content and effectiveness of the school improvement plan, Parent and Family Engagement Plan, and the Title I Program [1116(a)(2)(D)]. The school will offer a flexible number of meetings at different times to ensure as many parents/guardians as possible will have the opportunity to participate in the joint development and evaluation of the before-mentioned policies [1116(c)(2)].

The school, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children, including providing information and school reports required in a format, and to the extent practicable, in a language the parents/guardians understand.

**Conducting, with the involvement of parents, an evaluation of the content and effectiveness of the parental and family engagement policy and initiatives in improving the academic quality of the school, including identify barriers to greater participation by parents in activities authorized by Title I.**

Parents/guardians, family, and school staff members will be asked to evaluate the effectiveness of parent and family engagement policy initiatives and the level of responsiveness to parent and family concerns. The findings of such an evaluation will be published and made available for review by parents/guardians and will be used to design strategies for more effective parent/guardian involvement. The evaluation of the content and effectiveness of the parent and family engagement policy will identify [1116(a)(2)(D)]:

- a. Barriers to participation by parents, including parents who may be economically disadvantaged, disabled, limited English proficient, limited literacy, or any racial or ethnic minority backgrounds;
- b. The needs of parents and family members in assisting with the learning of the children;
- c. Strategies to support successful school and family interactions.

All stakeholders will be given an opportunity to review, plan, and help improve the Title I programs, including parent and family engagement activities and strategies that are implemented with Title funds. Strategies and activities may include, but are not limited to [1116(a)(3)(D)]:

- a. Providing professional development for school staff on parent and family engagement strategies;
- b. Supporting parent, family, and community outreach programs;



- c. Best practices for increasing parent and family engagement;
- d. Collaborating with community partners or other vendors with expertise in increasing parent and family engagement.

Parents/guardians of participating children are responsible for submitting any comments and feedback on the plan if the Parent and Family Engagement Policy or if schoolwide plan is not satisfactory [1116(b)(4)], [1116(c)(5)]. Comments can be included in the formal survey given during planning and evaluation meetings, through open discussion, or through private means (mail, email, telephone) including anonymously. The feedback provided will be used by the school to design strategies for more effective parent and family engagement and to revise, if necessary, this Parent and Family Engagement Policy [1116(a)(2)(E)].

**Jointly developing, with involvement of parents and the school, the school-parent compact and outlining shared responsibilities and means for improving student academic achievement.**

The school-parent compact will address the importance of communication on an ongoing basis by the following means:

- a. Describing the school's responsibility to provide high-quality curriculum and instruction in a supportive learning environment that enables students to succeed academically by meeting state standards [1116(d)(1)];
- b. Describing the parents' responsibility to support their children's learning by participating in decisions relating to their children's education [1116(d)(1)];
- c. Sharing, at least annually, the compact during parent-teacher conferences as it relates to student achievement [1116(d)(2)(A)];
- d. Providing parents frequent reports on their children's progress [1116(d)(2)(B)];
- e. Providing parents reasonable access to communicate with school staff on an individual or community wide basis [1116(d)(2)(C)];
- f. Providing parents opportunities to volunteer and participate in their child's class, including observation of classroom activities [1116(d)(2)(C)];
- g. Ensuring two way and meaningful communication, to the extent practicable, in a language family members can understand [1116(d)(2)(D)].

### **Collaboration Statement**

All stakeholders will have the opportunity to contribute to the development of the School Improvement Plan, Parent and Family Engagement Plan, and the Title I Parent and Family Engagement Policy. Stakeholders include staff, parents/guardians, board members and community partners. All stakeholders are encouraged to participate in and attend parent meetings and family events. Stakeholders will have the opportunity to provide the school with feedback through written surveys. Feedback provided to the school through communication and the written surveys will be reviewed for incorporation into the School Improvement Plan, Parent and Family Engagement Plan, and Title I Parent and Family Engagement Policy.

## Walker Charter Academy

### Parent and Family Engagement Plan

In accordance with the *Elementary and Secondary Education Act of 1965 (ESEA)*, as amended by the *Every Student Succeeds Act of 2015 (ESSA)*

Parents, staff, and building administrators have developed this Parent and Family Engagement Plan in accordance with the ESSA Section 1116 activities which are accomplished at Walker Charter Academy in the ways listed in each section.

ESSA Section	Ways in which Walker Charter Academy staff accomplish these activities
This Plan has been jointly developed and distributed to parents and family members in a language that can be understood. The Plan is updated periodically to meet the changing needs of parents and the school. <b>1116(b)(1)</b>	The Parent and Family Engagement Plan was developed by a team of people representing the school community including parents, staff aware of various areas/programs of the school, administration, intervention staff, and a board member. The plan was communicated to the school board at a board meeting. A parent meeting was held for any interested parents. The plan will be available in the school office for others in the community to see. Updates will be made as additional programs/activities for families are schedule.
Convene an Annual Title I Parent Meeting at a time convenient to parents to inform parents of the Title I requirements and their right to be involved. Including review of the schools Title I Parent Involvement and Family Engagement Policy/Plan <b>1116 (c)(1)</b>	<i>An annual meeting is held, which included information for parents on:</i> September 30, 2025 <i>How are parents encouraged to attend?</i> Parents with students in at-risk, intervention services will receive a direction invitation by letter and email to attend a learning night/activity. All other parents will be invited through newsletter and a calendar that is sent out weekly. The meeting will be advertised two weeks in advance.
Involve parents in an organized, ongoing, and timely way in the planning, reviewing and improvement of Title I programs, including the development, review and improvement of the <i>Parent and Family Engagement Plan</i> and the <i>Schoolwide Program Plan</i> . <b>1116(c)(3)</b>	<i>Parents are involved in the development of the Continuous School Improvement Plan and Title I Program development in the following ways:</i> At our annual Title I Parent Meeting, parents will be given the opportunity to review/feedback of School Improvement Plan, Title I Programming, Parent Involvement Policy, Commitment to Excellence Contracts, and Homeless Dispute Resolution. A survey will be distributed and collected.
Provide parents of Title I children timely information about the Title I Program. <b>1116(c)(4)(A)</b>	<i>Parents are provided information regarding the school Title I Programming in the following ways:</i> Parents are given information in the Parent/Student Handbook and at our Annual Title I Parent Meeting. A slideshow of information will be used to offer parents the option to review/feedback of School Improvement Plan, Title I Programming, Parent Involvement Policy, Commitment to Excellence Contracts, and Homeless Dispute Resolution. A survey will be distributed and collected.
Provide parents of Title I children a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure progress, and the achievement levels student are expected to meet. <b>1116(c)(4)(B)</b>	<i>Parents are provided information about the school's curriculum, assessments, and proficiency level expectations in the following ways:</i> Parents are given information about curriculum assessments and proficiency level expectations at a back-to-school information meeting prior to the start of the school year. Additionally, curriculum descriptions are included in a distributed Parent/Student Handbook (available on the school website). Parents will be invited to two parent/teacher conferences (one in the fall, one



	in the spring.) Academic reports will be distributed at the completion of each trimester.
Provide parents of participating Title I student opportunities for regular meetings to formulate suggestions, to participate in decision-making as it relates to their child's education, and to respond to any suggestions as soon as possible. <b>1116(c)(4)(C)</b>	<i>Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:</i> Parents are given information in the Parent/Student Handbook and at our Annual Title I Parent Meeting. A slideshow of information will be used to offer parents the option to review/feedback of School Improvement Plan, Title I Programming, Parent Involvement Policy, Commitment to Excellence Contracts, and Homeless Dispute Resolution. A survey will be distributed and collected. Additionally, a Voice of the Parent survey will be distributed in the fall and spring to obtain feedback on several school areas/programs.
Ensure that if the Schoolwide Program Plan is not satisfactory to parents of participating students, submit any parent comments on the Plan available to the Local Educational Agency (LEA). <b>1116 (c)(5)</b>	<i>If parents are not satisfied with the Continuous School Improvement Plan or Programs, they have opportunities to make comments by:</i> Parents will have the ability to give their feedback and concern on several surveys. A survey at the Annual Title I Parent Meeting or either of the Voice of the Parent surveys could be used. Additionally, parents may contact staff members directly related to the implementation of the Schoolwide Program Plan by phone, email, or scheduled meeting.

<b>School-Parent Compact</b>	
The school must develop Jointly, with parents, a School-Parent Compact that outlines how the entire school staff, parents, and student will share the responsibility for improved student academic achievement. <b>1116(d)</b>	Yes
Must clearly explain district and school goals for students to meet the challenging State academic standards. <b>1116(d)</b>	Yes
Must describe ways that teachers are responsible for supporting students' learning and providing high quality curriculum and instruction. <b>1116(d) and 1116(d)(1)</b>	Yes
Must describe specific ways parents will be responsible for supporting their children's learning. <b>1116(d) and 1116(d)(1)</b>	Yes
Must describe specific ways students will be responsible for their learning. <b>1116(d)</b>	Yes
Must describe school activities to build partnerships with parents, including chances for parents to volunteer, take part in, and observe classroom activities, and communicate with teachers. <b>1116(d) and 1116(d)(2)(C)</b>	Yes
Must describe how parents and family members are involved in developing and revising the compact. <b>1116(d) and 1116(f)</b>	Yes
Must ensure regular two-way meaningful communication between family members and school staff throughout the school year, so that parents are kept up to date on their students' progress and get regular tips on home learning. <b>1116(d)(1) and 1116(d) (2)(A-C)</b>	Yes
Must communicate information using family friendly language and format. <b>1116(f)</b>	Yes

<b>ESSA Section</b>	<b>Ways in which Walker Charter Academy staff accomplish these activities</b>
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<p>Shall provide assistance to parents of students served by the school in understanding the State's academic content standards, the State and Local assessments, and how to monitor their child's progress and work with educators to improve the achievement of their children. <b>1116(e)(1)</b></p>	<p><i>How does the staff provide assistance to parents to help them understand the content standards, assessments, how to monitor their child's progress, and how to work with educators to improve the achievement of their children?</i></p> <p>In order to develop a partnership between the home and the school, and to build meaningful, consistent, and effective communication, the information regarding school content standards, assessments, and monitoring student's progress is provided to parents/guardians in a timely manner according to the following ways:</p> <ul style="list-style-type: none"> <li>a. Annual Title I Parent Meeting</li> <li>b. Annual Parent and Family School Improvement Meeting</li> <li>c. The Parent and Student Handbook</li> <li>d. Regular school and classroom newsletters</li> <li>e. The annual school calendar</li> <li>f. Report Cards</li> <li>g. Parent-Teacher conferences</li> <li>h. Parent and Family Engagement events</li> </ul> <p><i>What training is provided to families?</i></p> <p>Parents are offered training at fall parent meetings (Supper and a Story, Title I Parent Information Night, other parent/community training). Additionally, parents are invited to meet with teachers twice annually at parent/teacher conferences.</p>
<p>Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. <b>1116(e)(2)</b></p>	<p><i>Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress. These include:</i></p> <p>In order to provide parents appropriate material and offer training in our school on supporting their child's academic progress, the following ways will be used:</p> <ul style="list-style-type: none"> <li>a. Annual Title I Parent Meeting</li> <li>b. Annual Parent and Family School Improvement Meeting</li> <li>c. The Parent and Student Handbook</li> <li>d. Regular school and classroom newsletters</li> <li>e. The annual school calendar</li> <li>f. Report Cards</li> <li>g. Parent-Teacher conferences</li> <li>h. Parent and Family Engagement events</li> </ul>
<p>Shall educate staff in the value and utility of parents' contributions, in how to reach out to and communicate with, and work with parents as equal partners, to coordinate and implement parental involvement programs, and to build relationships between the parents and the school. <b>1116(e)(3)</b></p>	<p><i>On-going professional development for staff on effective ways to increase parental involvement occurs annually. They include:</i></p> <p>Staff are trained annually on engagement strategies when working with parents at the back-to-school professional development days prior to the start of school. Additionally they are required to follow the schoolwide expectations for parental partnership development:</p> <ul style="list-style-type: none"> <li>a. Meet with parents at back-to-school open houses</li> <li>b. Distribute weekly parent newsletters</li> <li>c. Respond to parent phone calls and emails within 24-48 hours</li> <li>d. Participate in parent/teacher conferences twice annually.</li> <li>e. Be involved in community events (musical, student performances, PTO events, etc.)</li> </ul>



<p>Shall coordinate and integrate parental involvement Programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. <b>1116(e)(4)</b></p>	<p><i>Coordination with other programs for parental involvement includes:</i>  The school has a dedicated Admissions Representative who works with area preschools, daycares, Head Start programs, etc., in ensuring kindergarten readiness. The school's Admissions Representative and Administrators meet with community members and preschools to discuss Preschool Transition. Training/informational packets, which are delivered to parents and area preschools/daycares, contain information about kindergarten readiness, activities to prepare children for kindergarten, and commonly asked questions regarding the transition from preschool to kindergarten.  Further, open-house meetings and events are held at the school over the course of the year in order to encourage parents to spend time at the school. The Parent/Teacher Organization (PTO) meets regularly to initiate parent involvement opportunities and community connection including:</p> <ol style="list-style-type: none"> <li>Trunk or Treat</li> <li>Parent-child special evenings (Mother-son, Father-daughter)</li> <li>Annual carnival</li> </ol>
<p>Shall ensure information is shared with parents in a language and format they can understand. <b>1116(e)(5)</b></p>	<p><i>Information is shared with parents in a language and format they can understand. Examples include:</i>  Information concerning student academic outcomes is translated into Spanish for families identified needing this format. Additionally, the school has contracted translating services through an organization (Pacific Interpreters) for parent phone or in-person meetings.</p>
<p>Shall provide other reasonable support for parental involvement activities as parents may request. <b>1116(e)(14)</b></p>	<p><i>Parents are provided with other reasonable support such as:</i>  Easy physical access to student events and performances (ADA parking, ramps, and seating)  Behavior Support personnel (Social Worker, ABSS) that can connect families to support agencies for counseling, family housing, food access, etc.</p> <p><i>How does the school collect this information?</i>  Annually, the school requests parents to complete forms that provide home language information and financial need issues. Annual Voice of the Parent surveys are distributed to each family to collect opinion and need-based comments. The Admissions Representative contacts new families monthly to assess needs and satisfaction with school programs for the first six months after application to the school.</p>
<p>Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parent of migratory children. <b>1116(f)</b></p>	<p><i>Staff provide opportunities for full parent participation:</i>  The school has a designated staff member that collaborates with students and parents where English is a second language used in the home. Communication between this staff member and families happens bi-annually through assessment of students, and at parent-teacher conferences. Coordination of language support services for staff member-family communication is documented and available through a contracted translation service. Documents related to student academic progress are translated for families into the Spanish language.</p>
<p><b>Gray Areas - Recommended Best Practice, But Not Required</b></p>	
<p>May involve parents in the development of training for teachers, principals, and other educators. <b>1116(e)(6)</b></p>	<p>[insert narrative]</p>



# WELLNESS COMMITTEE- GOALS & OBJECTIVES (2024-25)

## National Heritage Academies

Goal	Objective	Measurements/Evidence	Ownership
Nutrition Promotion & Education	<ol style="list-style-type: none"> <li>Nutritional information for every food item can be found on the Food Service website. <a href="https://nhha.nutrislice.com/menu/">https://nhha.nutrislice.com/menu/</a></li> <li>The website link shall be included on schools' menus and school website.</li> <li>Promote healthy foods and non-food items that support a healthy lifestyle when planning school events, fundraisers, classroom snacks and treats. <ul style="list-style-type: none"> <li>Review and post the attached "Smart Snacks In School" poster from the Center for Disease Control's (CDC).</li> <li>Utilize resources from USDA Beyond the Cafeteria website or other healthy life style programs for classroom celebrations, incentives, and rewards. <a href="https://healthymeals.fns.usda.gov/local-wellness-policy-resources/all-foods-and-beverages-available-campus/beyond-cafeteria">https://healthymeals.fns.usda.gov/local-wellness-policy-resources/all-foods-and-beverages-available-campus/beyond-cafeteria</a></li> </ul> </li> <li>Ensure parents &amp; staff are notified of the opportunity to be a member of the Wellness Committee.</li> </ol>	<ol style="list-style-type: none"> <li>Link to the website: <a href="https://nhha.nutrislice.com/menu/">https://nhha.nutrislice.com/menu/</a> with nutritional information.</li> <li>By 1.31.25 Wellness Committee member submits an assurance statement to the Food Service Specialists assuring the following: "Smart Snacks In School" posters have been reviewed in all classrooms "Smart Snacks In School" posters have been posted in all classrooms Healthy foods and non-food items that support a healthy lifestyle have been discussed and utilized for school celebrations, incentives and rewards.</li> <li>Provide Food Service Specialist with a copy of the SIP invitation and/or notice provided to parents.</li> </ol>	<p>Food Service Specialists</p> <p>Food Service Specialists</p>
	<ol style="list-style-type: none"> <li>Each classroom teacher must promote one youth physical activity of their choosing or one from the CDC's "Be Active and Play 60 Minutes Every Day" Youth Physical Activity Toolkit which can be found at: <a href="http://www.cdc.gov/healthyyouth/physicalactivity/toolkit/userguide_pa.pdf">http://www.cdc.gov/healthyyouth/physicalactivity/toolkit/userguide_pa.pdf</a></li> </ol> <p>The Wellness Committee member shall write an article in the school newsletter on the Wellness Policy goals. The school will send the "Be Active Your Way" guide home to all parents. Guide is located at: <a href="https://www.hhs.gov/fitness/be-active/physical-activity-guidelines-for-americans/index.html">https://www.hhs.gov/fitness/be-active/physical-activity-guidelines-for-americans/index.html</a></p>	<ol style="list-style-type: none"> <li>By 2.28.25 Wellness Committee member submits an assurance statement to the Food Service Specialists assuring each classroom teacher has promoted one youth physical activity.</li> <li>By 2.28.25 Wellness Committee member submits the following to the Food Service Specialists: A copy of the school newsletter with the Wellness Committee article An assurance statement assuring the "Be Active Your Way" guide has been sent to all parents</li> </ol>	<p>Food Service Specialist</p> <p>Food Service Specialists</p> <p>Food Service Specialists</p>

Activities Designed to Promote Student Wellness	<ol style="list-style-type: none"> <li>1. Professional training of Food Service staff will be conducted annually.</li> <li>2. Conduct a healthy food day by asking parents to provide a fruit, veggie, or healthy snack for their child.</li> <li>3. Feedback on the Wellness Policy and goals will be solicited from parents and staff through a SIP survey.</li> </ol>	<ol style="list-style-type: none"> <li>1. Food service provider implements and documents training with sign in sheets and agendas and provides copies to the Food Service Specialists.</li> <li>2. <b>By 3.30.25</b> Wellness Committee member submits to the Food Service Specialists a copy of the communication sent to parents regarding a healthy snack day.</li> <li>3. <b>By 3.30.25</b> the school will submit copies of parent and staff SIP surveys to their Grants Consultant.</li> </ol>	Food Service Specialists Food Service Specialists Food Service Specialists

Questions regarding the Wellness Committee's Goals & Objectives should be directed to NHA Food & Nutrition Services at [foodservices@nhaschools.com](mailto:foodservices@nhaschools.com).