



The District Wellness Committee or designee will use Assessment Tool to assess the implementation of policy and the documentation of efforts to review and update the Local Wellness Policy.

I. WELLNESS GOALS

BLUE RIDGE ELEMENTARY CAMPUS

The LWP must include goals in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and Other Activities to Promote Student Wellness. For each section, choose the activities you'll implement and determine how many schools will work toward implementing the activities.

GOAL: NUTRITION PROMOTION

Nutrition Promotion includes activities and participation in programs that promote and reinforce health and emphasize the school's commitment to a healthy school nutrition environment.

	Year 1		Year 2		Year 3	
	schools working on this action	schools successfully completing this action	schools working on this action	schools successfully completing this action	schools working on this action	schools successfully completing this action
<input checked="" type="checkbox"/> District encourages participation in meal programs as appropriate (School Breakfast, National School Lunch, Afterschool Care Snack, Fresh Fruit and Vegetable Program etc.).		√				
<input checked="" type="checkbox"/> School meal program menus are posted on the district website or individual school sites.		√				
<input checked="" type="checkbox"/> Menus include nutrient content and ingredients.		√				
<input checked="" type="checkbox"/> Participation in meal programs is promoted to families.		√				
<i>Farm to School Activities</i>						
<input checked="" type="checkbox"/> Local and/or regional products are incorporated into the school meal program.		√				
<input checked="" type="checkbox"/> Messages about agriculture and nutrition are reinforced throughout the learning environment.	√					
<input checked="" type="checkbox"/> School hosts a school garden. (grant has been submitted)	√					
<i>Smarter Lunchroom techniques are implemented in the cafeteria</i>						
• At Elementary, two fruits offered: Offering two fruits with every meal allows different choices with a better chance a child will select one option.		√				
• At Elementary, Hot and cold veggies offered: Offering this option allows different choices with a better chance a child will select one option.		√				
• At Junior High, Pre-packaged salads offered with every meal: Offering nice, pre-packaged grab and go salads provides convenience and encourages a healthy salad to students						
• At Junior High, Breakfast Cart at school entrance offered: Offering a variety of healthy choices including fresh fruit basket to make eating breakfast simple!						
• At High School, Focus on Fruit offered: Offering a variety of seasonal fruit as available including watermelon, cantaloupe, honeydew, pears, blueberries, strawberries and more!						
• At High School, Positive and welcoming atmosphere offered: Offering a positive and welcoming atmosphere to encourage students to say on campus and enjoy the healthy and nutritious meals served.						

GOAL: NUTRITION EDUCATION	Year 1		Year 2		Year 3	
<i>Nutrition education teaches behavior-focused skills and may be offered as part of a comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to safeguard their health and make positive choices regarding food and nutrition, or nutrition education can be offered as sequential individual lessons throughout the school year.</i>	schools working on this action	schools successfully completing this action	schools working on this action	schools successfully completing this action	schools working on this action	schools successfully completing this action
<input checked="" type="checkbox"/> Nutrition education is taught in the following grades:	taught in PE					
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6		√				
<input type="checkbox"/> 7 <input type="checkbox"/> 8						
<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12						
<p>Nutrition education is included in health education lessons or physical education and the following topics are covered:</p> <div> <input checked="" type="checkbox"/> Relationship between healthy eating and personal health and disease prevention <input checked="" type="checkbox"/> Food safety </div> <div> <input checked="" type="checkbox"/> Food guidance from MyPlate <input checked="" type="checkbox"/> Importance of water consumption </div> <div> <input checked="" type="checkbox"/> Eating a variety of foods every day <input checked="" type="checkbox"/> Making healthy choices when eating at restaurants </div> <div> <input checked="" type="checkbox"/> Balancing food intake and physical activity <input checked="" type="checkbox"/> Social influences on healthy eating, including media, family, press and peers </div> <div> <input checked="" type="checkbox"/> Eating more fruits and vegetables and whole grain products <input checked="" type="checkbox"/> Resisting peer pressure related to unhealthy dietary behavior </div> <div> <input checked="" type="checkbox"/> Preparing healthy meals and snacks <input checked="" type="checkbox"/> Introduction of new foods </div> <div> <input checked="" type="checkbox"/> Accepting body size difference </div>		√				
<i>Nutrition education includes experiential, hands on learning experiences:</i>						
<input checked="" type="checkbox"/> Taste testing	√					
<input checked="" type="checkbox"/> Promotion of new school menu items	√					
<input checked="" type="checkbox"/> School gardens	√					

GOAL: PHYSICAL ACTIVITY <i>Physical activity is defined by the Centers for Disease Control and Prevention (CDC) as any bodily movement produced by skeletal muscles that result in energy expenditure. Regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces anxiety and stress, increases self-esteem and may improve blood pressure and cholesterol levels. Incorporating regular physical activity in your school(s) is an important contributor to student wellness.</i>	Year 1		Year 2		Year 3	
	schools working on this action	schools successfully completing this action	schools working on this action	schools successfully completing this action	schools working on this action	schools successfully completing this action
Physical Activity						
<input checked="" type="checkbox"/> ELEM: Physical activity is available for at least 20 minutes per day for all students.		√				
<input checked="" type="checkbox"/> JH: Physical activity is available for at least 70 minutes per day for all students.						
<input checked="" type="checkbox"/> To the extent practicable, schools ensure that their grounds and facilities are safe and that equipment is available to all students to be active.		√				
<input checked="" type="checkbox"/> 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. (Youth Soccer and Youth Basketball)		√				
Before and After School Activities						
<input checked="" type="checkbox"/> JH/HS: Students have opportunities to participate in physical activity before school.						
<input checked="" type="checkbox"/> JH/HS: Students have opportunities to participate in physical activity after school.						
Physical Education						
<i>In Arizona, LEAs are recommended to review the Arizona PE Standards. Arizona does not have PE requirement, but the national recommendation for PE minutes is 150 per week at the elementary level and 225 minutes per week at the secondary level (middle school and high school level).</i>						
<input checked="" type="checkbox"/> ELEM: Students receive formal, age-appropriate physical education, consistent with national and state standards for physical education.		√				
<input checked="" type="checkbox"/> JH/HS: Option to take a semester or year long as an elective						
<input checked="" type="checkbox"/> ELEM/JH: Students are moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.		√				
<input checked="" type="checkbox"/> JH: Physical education teachers participate in professional development at least once per year.						
<input checked="" type="checkbox"/> ELEM/JH: Physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education.		√				
Recess						
<input checked="" type="checkbox"/> Elementary schools provide at least 20 minutes of recess on all days during the school year.		√				
<input checked="" type="checkbox"/> ELEM/JH: Recess is offered outdoors when weather is feasible.		√				
<input checked="" type="checkbox"/> ELEM/JH: Recess is a compliment to not a substitute for physical education class.		√				

<input checked="" type="checkbox"/> JH: Recess monitors serve as role models by being physically active along with students.						
<i>Classroom Physical Activity Breaks and Active Academics</i>						
<input checked="" type="checkbox"/> ELEM: 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.	√					
<input checked="" type="checkbox"/> ELEM: Teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time at least 3 days per week.		√				
<input checked="" type="checkbox"/> JH: Teachers provide short (3-5 minute) physical activity breaks to students between classroom time at least 3 days per week during the passing periods.						
<input checked="" type="checkbox"/> ELEM: Teachers incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible to reduce sedentary behavior during the day.	√					
<input checked="" type="checkbox"/> JH: Some, not all, teachers incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible to reduce sedentary behavior during the day.						

<i>Physical Activity Topics in Health Education</i>						
<input type="checkbox"/> Middle and high school students are required to take and pass at least one health education course.						
<input checked="" type="checkbox"/> The following essential topics on physical activity are in the health education curriculum: <div> <input checked="" type="checkbox"/> The physical, physiological, or social benefits of physical activity <input checked="" type="checkbox"/> Preventing injury during physical activity </div> <div> <input checked="" type="checkbox"/> How physical activity can contribute to a healthy weight <input checked="" type="checkbox"/> Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active </div> <div> <input checked="" type="checkbox"/> How physical activity can contribute to the academic learning process <input checked="" type="checkbox"/> How much physical activity is enough, including determining frequency, intensity, time and type of physical activity </div> <div> <input checked="" type="checkbox"/> How an inactive lifestyle contributes to chronic disease <input checked="" type="checkbox"/> Dangers of using performance-enhancing drugs such as steroids </div> <div> <input checked="" type="checkbox"/> Health-related fitness, including cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition <input checked="" type="checkbox"/> Social influences on physical activity including media, family, peers, and culture </div> <div> <input checked="" type="checkbox"/> Differences between physical activity, exercise and fitness <input checked="" type="checkbox"/> Overcoming barriers to physical activity </div> <div> <input checked="" type="checkbox"/> Phases of an exercise session including warm up, workout, and cool down <input checked="" type="checkbox"/> How to resist peer pressure that discourages physical activity </div> <div> <input checked="" type="checkbox"/> Decreasing sedentary activities such as TV watching <input checked="" type="checkbox"/> Opportunities for physical activity in the community </div> <div> <input checked="" type="checkbox"/> How to influence, support, or advocate for others to engage in physical activity </div>		√				
<i>Active Transport</i>						
<input checked="" type="checkbox"/> ELEM: Safe or preferred routes to school are designated.		√				
<input checked="" type="checkbox"/> JH: Crosswalks on streets leading to school are used.						
<input checked="" type="checkbox"/> JH: Secure storage facilities for bicycles and helmet are present on school grounds.						
<input checked="" type="checkbox"/> ELEM: Crossing guards are used.		√				



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I. WELLNESS GOALS

BLUE RIDGE HIGH SCHOOL CAMPUS

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GOAL: NUTRITION PROMOTION <i>Nutrition Promotion includes activities and participation in programs that promote and reinforce health and emphasize the school's commitment to a healthy school nutrition environment.</i>	Year 1		Year 2		Year 3	
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4 H GREEN HOUSE AND NATIONAL HONOR SOCIETY

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<i>Active Transport</i>						
<input checked="" type="checkbox"/> ELEM: Safe or preferred routes to school are designated.						
<input checked="" type="checkbox"/> JH: Crosswalks on streets leading to school are used.						
<input checked="" type="checkbox"/> JH: Secure storage facilities for bicycles and helmet are present on school grounds.						
<input checked="" type="checkbox"/> ELEM: Crossing guards are used.						

II. DISTRICT POLICIES

When you monitor implementation, you will report on how many schools comply with the district policies, or if the district as a whole is in compliance with the policy.

DISTRICT POLICY: SCHOOL MEALS STANDARDS	Year 1	Year 2	Year 3
<i>At a minimum, the school meal standards should meet the New Meal Pattern requirements. LEAs can establish additional standards important to the district. This section should also include standards for the meal service area, menu composition (use of local produce) and guidelines for water availability during meals.</i>	schools in compliance	schools in compliance	schools in compliance
<i>National School Lunch Program</i>			
<input checked="" type="checkbox"/> All schools in the district participate in the National School Lunch Program.	√		
<input checked="" type="checkbox"/> Lunch meals served meet the new meal pattern requirements including minimum requirements for fruits, vegetables (and subgroups), whole-grain rich foods, meat/meat alternates and 2 varieties of milk.	√		
<input checked="" type="checkbox"/> 100 % percent of lunch items will be prepared on site.	√		
<input checked="" type="checkbox"/> Students are served lunch at a reasonable and appropriate time of the day.	√		
<i>School Breakfast Program</i>			
<input checked="" type="checkbox"/> All schools in the district participate in the School Breakfast Program.	√		
<input checked="" type="checkbox"/> Breakfast meals served meet the new meal pattern requirements including minimum requirements for fruits/vegetables, whole-grain rich foods, and 2 varieties of milk.	√		
<i>School Meal Standards meet the following additional guidelines established by the district:</i>			
<input checked="" type="checkbox"/> Meals are appealing and attractive to students and served in clean, pleasant settings	√		
<input checked="" type="checkbox"/> Local and/or regional products are incorporated into the school meal programs.	√		
<input checked="" type="checkbox"/> Fresh fruits and vegetables are served <u>5</u> times per week.	√		
<i>Water</i>			
<input checked="" type="checkbox"/> Free, potable water is available to all students during the meal period.	√		
<input checked="" type="checkbox"/> Water sources and containers are maintained on a regular basis to ensure good hygiene and health safety standards.	√		

DISTRICT POLICY: COMPETITIVE FOOD AND BEVERAGES (FOOD SOLD TO STUDENTS) <i>Competitive foods and beverages are those foods that are sold outside of and in competition with the federally reimbursable meal programs. At a minimum, LEAs must ensure all foods and beverages sold on campus, during the school day defined as midnight to thirty minutes after the end of the school, will meet the USDA Smart Snack guidelines for grades K-12. LEAs can establish additional standards.</i>	Year 1	Year 2	Year 3
	schools in compliance	schools in compliance	schools in compliance
<input checked="" type="checkbox"/> Foods and beverages sold outside the school meal programs will meet the USDA Smart Snacks in School nutrition standards on the school campus during the school day (midnight to thirty minutes after the end of the school day). This applies to foods sold:	√		
<input checked="" type="checkbox"/> A la Carte	√		
<input checked="" type="checkbox"/> In student stores	√		
<input checked="" type="checkbox"/> In vending machines	√		
<input checked="" type="checkbox"/> Other: Fundraising unless proper exemption has been filed and approved by ADE	√		
DISTRICT POLICY: CELEBRATIONS AND REWARDS (FOOD SERVED TO STUDENTS) <i>Arizona Law (ARS 15-242) referred to as Arizona Nutrition Standards states that all food and beverages supplied at school sponsored events to students in grades K-8 must meet the USDA's Smart Snacks in Schools guidelines. The USDA's Smart Snacks in Schools and Arizona Nutrition Standards guidelines do not apply to foods brought to school in bagged lunches or for activities such as birthday parties, holidays, or other celebrations.</i>	Year 1	Year 2	Year 3
	schools in compliance	schools in compliance	schools in compliance
School Sponsored Events			
<input checked="" type="checkbox"/> Foods served to students in grades K-8 meet (or exceed) the USDA Smart Snacks in School nutrition standards, per the Arizona Nutrition Standards (ARS 15-242) .	√		
<input checked="" type="checkbox"/> Foods served to students in grades 9-12 meet (or exceed) the USDA Smart Snacks in School nutrition standards, per the Arizona Nutrition Standards (ARS 15-242) .	√		
Classroom Celebrations/Rewards			
<input checked="" type="checkbox"/> Foods served to students during classroom celebrations and parties (holidays and birthdays) meet (or exceed) the USDA Smart Snacks in School nutrition standards, per the Arizona Nutrition Standards (ARS 15-242).	BETTER		
<input checked="" type="checkbox"/> Parents and teachers receive a list of healthy party ideas, including non-food celebration ideas.	√		
<input checked="" type="checkbox"/> Food and beverage is not used as a reward.	BETTER		
<input checked="" type="checkbox"/> Teachers and other school staff receive a list of alternative ways to reward students.	BETTER		

DISTRICT POLICY: FUNDRAISING	Year 1	Year 2	Year 3
	schools in compliance	schools in compliance	schools in compliance
<i>In Arizona, all fundraisers are exempted from the Smart Snacks guidelines when an exemption request form is submitted to Arizona Dept of Education for approval prior to fundraising activities, per HNS 04-2015. However, regulations state that no exempted fundraiser foods or beverages may be sold in competition with school meals in the food service area during the meal service. Additionally, LEAs have the authority to implement more restrictive fundraising food standards.</i>			
The district has adopted the following fundraising policy:			
<input checked="" type="checkbox"/> The district allows infrequent, exempt fundraisers, where food sold on campus during the school day does not meet Smart Snacks guidelines and complies with the following:	√		
<input checked="" type="checkbox"/> The campus prepares for District level submittal of the exemption request form to ADE for all food-related fundraisers , intended for consumption on school campus during the school day, that do not meet the Smart Snacks guidelines.	√		
<input checked="" type="checkbox"/> The district defines what it considers to be 'infrequent' and "short duration" as it relates to exempt fundraisers as: As per Arizona Department of Education HNS4-2015 Guidance Fundraisers should be single events of duration not exceeding one week.	√		
Notifying Public of Fundraising Policy			
<input checked="" type="checkbox"/> The district fundraising policy is distributed to all schools.			
DISTRICT POLICY: FOOD AND BEVERAGE MARKETING	Year 1	Year 2	Year 3
	schools in compliance	schools in compliance	schools in compliance
<i>LEAs that allow marketing of food and beverages to students must include plans and policies that allow the marketing of only those foods and beverages that may be sold on the school campus during the school day (i.e. that meet the USDA's Smart Snacks in Schools) LEAs have the discretion to enact broader policies that address marketing that occurs at events outside of school hours.</i>			
<input checked="" type="checkbox"/> All foods and beverages advertised on the school campus during the school day meet or exceed the USDA Smart Snacks in School nutrition guidelines. These guidelines apply to (Check all that apply)	√		
<input checked="" type="checkbox"/> School equipment such as marquees, message boards, scoreboards, busses etc.	√		
The district has established additional guidelines for all foods and beverages marketed to students:			
<input checked="" type="checkbox"/> As the district, school nutrition services, athletic director, PTO/PTA reviews existing contracts and considers new contracts, equipment and purchasing, decisions reflect applicable marketing guidelines established by the LWP.	√		

III. DISTRICT WELLNESS COMMITTEE

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

COMMITTEE ROLE AND MEMBERSHIP <i>The district must notify the public of their ability to participate in the LWP process. LEAs should establish details of how the LWP will be convened and how it will operate.</i>	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
<input checked="" type="checkbox"/> District convenes a representative local wellness committee (LWC).	√					
<input checked="" type="checkbox"/> District Local Wellness Committee meets <u>3</u> times per year.	√					
<input checked="" type="checkbox"/> The public is notified of their ability to participate in the district wellness committee.	√					
The public is notified of their ability to participate in the district wellness committee using the following methods:						
<input checked="" type="checkbox"/> Notices on district website	√					
<input checked="" type="checkbox"/> LWC will be <u>actively</u> represented by:						
<input checked="" type="checkbox"/> (1) Parent/Caregiver/Community Member	√					
<input checked="" type="checkbox"/> (1) Student	√					
<input checked="" type="checkbox"/> (1) Representative from the School Nutrition Program	√					
<input checked="" type="checkbox"/> (1) Administrator	√					
<input checked="" type="checkbox"/> (1) Teacher	√					
<input checked="" type="checkbox"/> Food Service Liaison	√					
<input checked="" type="checkbox"/> Finance Specialist	√					
<input checked="" type="checkbox"/> Food Service Manager	√					
LEADERSHIP <i>The district must designate one or more LEA and/or school official(s) who have the authority and responsibility to ensure each school complies with the local wellness policy. This may or may not be the same person responsible for bringing the wellness committee together and planning the meetings.</i>	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
<input checked="" type="checkbox"/> There is a person designated to convene the LWC and facilitate development of and updates to the wellness policy. <input checked="" type="checkbox"/> Designee is Food Services Liaison	√					
<input checked="" type="checkbox"/> There is a district-level official designated to ensure all schools' compliance with the policy. <input checked="" type="checkbox"/> Designee is Director of Finance and Business Operations	√					
<input checked="" type="checkbox"/> Each school has designated a wellness policy coordinator who will ensure compliance with the policy at the school level. <input checked="" type="checkbox"/> Position/Title of the designees is Campus Administrator/Principal						

IV. IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND NOTIFICATION

Convening a district wellness committee and writing the policy is the first step in the LWP process. However, districts are also responsible for implementing, monitoring, and notifying the public about the LWP. Annual reviews and updates to the policy are recommended, while a thorough assessment of compliance is required every three years.

IMPLEMENTATION PLAN <i>Once the wellness policy is written, the district will need to communicate to the goals and policies to all schools. Schools will then implement the policies and begin working toward the goals as appropriate. The implementation of the policies should be consistent across all schools, but the actions that work toward meeting the goals may vary from school to school.</i>	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
<input checked="" type="checkbox"/> The district has a plan for implementation to manage and coordinate the execution of this wellness policy at each school.	√					
<input checked="" type="checkbox"/> The plan includes roles, responsibilities, actions and timelines specific to each school and includes information about who will be responsible to make changes.	√					
TRIENNIAL PROGRESS ASSESSMENTS <i>At least once every three years, the District must assess compliance with their wellness policy and assess progress toward meeting the goals of the wellness policy.</i>	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
<input checked="" type="checkbox"/> At least once every three years, the district evaluates compliance with the wellness policy.	√					
The evaluation includes:						
<input checked="" type="checkbox"/> The extent to which schools under the jurisdiction of the district are in compliance with the wellness policy.	√					
<input checked="" type="checkbox"/> The extent to which the district's policy compares to the model policy	√					
<input checked="" type="checkbox"/> A description of the progress made in attaining the goals of the district's wellness policy.	√					
<input checked="" type="checkbox"/> The district designated a person responsible for managing the triennial assessment: This designee is: Superintendent	√					
REVISIONS AND UPDATING THE POLICY <i>LEAs are required to update or modify the wellness policy as appropriate.</i>	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
<input checked="" type="checkbox"/> Policy is updated when appropriate, including when:						
<input checked="" type="checkbox"/> District priorities change	√					
<input checked="" type="checkbox"/> Wellness goals are met	√					
<input checked="" type="checkbox"/> New state or federal guidance/standards are issues	√					

NOTIFICATION OF WELLNESS POLICY, POLICY UPDATES AND TRIENNIAL ASSESSMENT	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
<i>LEAs must make available to the public (1) at all times the wellness policy (2) on an annual basis, at minimum, any updates to and about the wellness policy, and (3) the Triennial Assessment which includes progress toward meeting their wellness goals and compliance with the written policy over a three year period.</i>						
Availability of the LWP						
<input checked="" type="checkbox"/> The wellness policy is posted online ensuring public access to the policy at all times. The URL is: brUSD.org	√					
Notification/Availability of Revisions and Updates to the LWP						
<input checked="" type="checkbox"/> District informs families and the public each year of basic information about the policy, including its content, updates, and implementation status by:	√					
<input checked="" type="checkbox"/> Notices on district website						
Availability of the Triennial Assessment						
<input checked="" type="checkbox"/> The triennial assessments are available to the public. The URL is: brUSD.org	√					
RECORDKEEPING	Year 1		Year 2		Year 3	
	YES	NO	YES	NO	YES	NO
<input checked="" type="checkbox"/> Written wellness policy	√					
<input checked="" type="checkbox"/> Documentation demonstrating it has been made available to the public	√					
<input checked="" type="checkbox"/> Documentation of efforts to review and update the policy, including indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate	√					
<input checked="" type="checkbox"/> Documentation to demonstrate compliance with the annual public notification requirements	√					
<input checked="" type="checkbox"/> The most recent assessment on implementation of the school wellness policy	√					