



About the DVUSD Local Wellness Policy Activity and Assessment Tool

LEAs are required to have a written local wellness policy (LWP), and at least once every three years, they must assess the implementation of what is written in the policy. Some written components can be easily assessed by asking the question, “Did we do this?” while others are more difficult to measure. ADE recommends using this tool to document the exact actions you expect to be completed and determine if your LEA is doing what is written in the policy. The District Wellness Committee can use this list of actions to select from when writing goals and policies in the LWP. Note, you should select at least one action from each section; selecting all actions is not required. Some actions are pre-checked because they are requirements of operating the National School Lunch Program. ADE recommends writing each of the selected actions into your LWP. This tool is designed to be an action plan that guides your implementation and assessment of your LWP.

I. WELLNESS GOALS

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

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>	2017-2018		2018-2019		2019-2020	
	# 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 participates in meal programs as appropriate (School Breakfast, National School Lunch, Afterschool Care Snack, etc.).						
<input checked="" type="checkbox"/> School meal program menus are posted on the district website or individual school sites.						
<input checked="" type="checkbox"/> Nutrients for K-8 menus are posted on the district website www.DVUSD.org/nutrition .						
<input checked="" type="checkbox"/> Participation in meal programs is promoted to families.						
<i>Farm to School Activities (best practice is to choose a minimum of 4 activities):</i>						
<input checked="" type="checkbox"/> Local and/or regional products are incorporated into the school meal program.						
<input type="checkbox"/> Messages about agriculture and nutrition are shared throughout the learning environment.						
<input type="checkbox"/> School hosts a school garden.						
<input type="checkbox"/> School hosts field trips to local farms or similar programs are available in schools or classroom.						
<input checked="" type="checkbox"/> District highlights local/regional products.						

Smarter Lunchroom techniques are implemented in the cafeteria (best practice is to choose a minimum of 10 techniques to implement at each school):

<input type="checkbox"/> Sliced or cut fruit is offered.						
<input type="checkbox"/> Vegetables are offered on all serving lines						
<input type="checkbox"/> Pre-packaged salads or a salad bar is in a high traffic area						
<input type="checkbox"/> White milk is offered in all beverage coolers						
<input type="checkbox"/> White milk is organized and represents at least 1/3 of all milk in each designated cooler						
<input type="checkbox"/> Cafeteria staff politely prompt students who do not have a full reimbursable meal to select fruit or vegetable						
<input type="checkbox"/> Signs show students how to make a reimbursable meal on any service line						
<input type="checkbox"/> Students are offered a taste test at least once a year						
<input type="checkbox"/> Students have to ask a food service worker to select a la carte snack items if available						
<input type="checkbox"/> Attractive, healthful food posters are displayed in dining and service areas.						
<input type="checkbox"/> All lights in the dining and meal service areas work and are turned on.						
<input type="checkbox"/> Information about the benefits of school meals is provided to teachers and administrators at least annually						
<input checked="" type="checkbox"/> A monthly menu is provided to students, families, teachers, and administrators in K-8.						
<input type="checkbox"/> Featured items are appropriately labeled on service line.						
<input type="checkbox"/> Clear traffic flow pattern is established in cafeteria.						

GOAL: NUTRITION EDUCATION

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.

	2017-2018		2018-2019		2019-2020	
	# schools working on this action	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action	# schools working on this action	# schools successfully completing this action
<input type="checkbox"/> Nutrition education is taught in the following grades:						
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5						
<input 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						
<input type="checkbox"/> Nutrition education is taught through other subjects like math, science, language arts, social sciences and electives.						
<input type="checkbox"/> Health education teachers provide opportunities for students to practice or rehearse the skills taught through the health education curricula.						

<input checked="" type="checkbox"/> All kitchen managers receive nutrition education annually.						
<input type="checkbox"/> Nutrition education is made available to teachers and other staff.						
<input type="checkbox"/> Nutrition education is taught in collaboration with community partner: <input type="checkbox"/> <i>Maricopa County</i> <input type="checkbox"/> <i>Local universities</i> <input type="checkbox"/> <i>Other education based community partner</i>						
Nutrition education is included in health education lessons or physical education and the following topics are covered (<i>best practice is to choose a minimum of 12 topics</i>):						
<input type="checkbox"/> Relationship between healthy eating and personal health and disease prevention						
<input type="checkbox"/> Food guidance from MyPlate						
<input type="checkbox"/> Reading and using the FDA's nutrition fact labels						
<input type="checkbox"/> Eating a variety of foods every day						
<input type="checkbox"/> Balancing food intake and physical activity						
<input type="checkbox"/> Eating more fruits and vegetables and whole grain products						
<input type="checkbox"/> Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat						
<input type="checkbox"/> Choosing foods and beverages with little added sugar						
<input type="checkbox"/> Eating more calcium rich foods						
<input type="checkbox"/> Preparing healthy meals and snacks						
<input type="checkbox"/> Risks of unhealthy weight control practices						
<input type="checkbox"/> Accepting body size difference						
<input type="checkbox"/> Food safety						
<input type="checkbox"/> Importance of water consumption						
<input type="checkbox"/> Importance of eating breakfast						
<input type="checkbox"/> Making healthy choices when eating at restaurants						
<input type="checkbox"/> Eating disorders						
<input type="checkbox"/> The Dietary Guidelines for Americans						
<input type="checkbox"/> Reducing sodium intake						
<input type="checkbox"/> Social influences on healthy eating, including media, family, press and peers						
<input type="checkbox"/> How to find valid information or services related to nutrition and dietary behavior						
<input type="checkbox"/> How to develop a plan and track progress toward achieving a personal goal to eat healthfully						

<input type="checkbox"/> Resisting peer pressure related to unhealthy dietary behavior						
<input type="checkbox"/> Influencing, supporting, or advocating for others' healthy dietary behavior						
<input type="checkbox"/> Cafeteria nutrition promotion activities provide a link to nutrition education and school gardens/Farm to School, and other nutrition related community activities.						
Nutrition education includes experiential, hands on learning experiences:						
Best practice is to include 3 out of 5 of the following activities.						
<input type="checkbox"/> Cooking Demonstrations						
<input type="checkbox"/> Taste Tests						
<input type="checkbox"/> Promotion of new school menu items						
<input type="checkbox"/> School gardens						
<input type="checkbox"/> Farm Tours/School based farm activities						

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>	2017-2018		2018-2019		2019-2020	
	# 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 type="checkbox"/> Physical activity is available for at least 2 recess periods per day for K-5 students.						
<input type="checkbox"/> Best practice is for physical activity during the day (including but not limited to recess, classroom physical activity breaks, or physical education) to not be used or withheld as punishment for any reason.						
<input checked="" type="checkbox"/> The district provides teachers and other school staff with a list of ideas for alternative ways to discipline students. Resources are posted on www.DVUSD.org/nutrition						
<input type="checkbox"/> A comprehensive school physical activity program (CSPAP) is used to coordinate physical activity before, during and after school.						
<input type="checkbox"/> To the extent practical, schools ensure that their grounds and facilities are safe and that equipment is available to all students to be active.						
<input type="checkbox"/> When feasible, indoor and outdoor physical activity facilities and spaces are open to students, their families, and the community outside of school hours.						
<input type="checkbox"/> Schools ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.						

Before and After School Activities
☐ Students have opportunities to participate in physical activity before school.

☐ Students have opportunities to participate in physical activity after school.
Physical Education

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).

Elementary students (**grades K-5**) in each grade receive physical education for at least (*choose one*):

- ☐ 45 minutes per week
- ☐ 60-89 minutes per week
- ☐ 90-149 minutes per week
- ☐ 150 or more minutes per week
- ☐ Other:

Secondary students (**grades 6-8**) in each grade receive physical education for at least (*choose one*):

- ☐ 45 minutes per week
- ☐ 60-89 minutes per week
- ☐ 90-149 minutes per week
- ☐ 150 or more minutes per week
- ☐ Other:

Secondary students (**grades 9-12**) are (*choose one*):

- ☐ Required to take one physical education credit total
- ☐ Will take more than one academic year of physical education
- ☐ Will take physical education throughout all secondary school years
- ☐ Other:

☐ Students receive formal, age-appropriate physical education, consistent with national and state standards for physical education.

☐ Physical education program promotes student physical fitness through individualized fitness and activity assessments (via [the Presidential Youth Fitness Program](#) or other appropriate assessment).

☐ Students are moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.

☐ Physical education teachers participate in professional development at least once per year.

☐ Physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education.

<input type="checkbox"/> Waivers, exemptions, or substitutions for physical education classes are not granted.						
<input type="checkbox"/> Physical activity may not be substituted for any other class (i.e. dance, marching band, ROTC etc.)						
<input type="checkbox"/> At least 12 of the following essential topics on physical activity are part of the curriculum:						
<input type="checkbox"/> The physical, physiological, or social benefits of physical activity.						
<input type="checkbox"/> How physical activity can contribute to a healthy weight.						
<input type="checkbox"/> How physical activity can contribute to the academic learning process.						
<input type="checkbox"/> How an inactive lifestyle contributes to chronic disease.						
<input type="checkbox"/> Health-related fitness, including cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition.						
<input type="checkbox"/> Differences between physical activity, exercise and fitness.						
<input type="checkbox"/> Phases of an exercise session including warm up, workout, and cool down.						
<input type="checkbox"/> Decreasing sedentary activities such as TV watching.						
<input type="checkbox"/> How to influence, support, or advocate for others to engage in physical activity.						
<input type="checkbox"/> Opportunities for physical activity in the community.						
<input type="checkbox"/> Decreasing sedentary activities such as TV watching.						
<input type="checkbox"/> How to influence, support, or advocate for others to engage in physical activity.						
<input type="checkbox"/> Opportunities for physical activity in the community.						
<input type="checkbox"/> Preventing injury during physical activity.						
<input type="checkbox"/> Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active.						
<input type="checkbox"/> How much physical activity is enough, including determining frequency, intensity, time and type of physical activity.						
<input type="checkbox"/> Developing an individualized physical activity and fitness plan.						
<input type="checkbox"/> Monitoring progress toward reaching goals in an individualized physical activity plan.						
<input type="checkbox"/> Dangers of using performance-enhancing drugs such as steroids.						
<input type="checkbox"/> Social influences on physical activity including media, family, peers, and culture.						
<input type="checkbox"/> How to find valid information or services related to physical activity and fitness.						
<input type="checkbox"/> Overcoming barriers to physical activity.						
<input type="checkbox"/> How to resist peer pressure that discourages physical activity.						

Recess

<input type="checkbox"/> Elementary students K-5 receive at least 2 recess periods on all days during the school year.						
<input type="checkbox"/> If recess is offered before lunch, proper hand washing measures are in place.						
<input type="checkbox"/> Recess is offered outdoors when weather is feasible.						
<input type="checkbox"/> Recess is a compliment to physical education and may not be substituted for <u>more than</u> one physical education class per day.						

Classroom Physical Activity Breaks and Active Academics

<input type="checkbox"/> Best practice is for students to be 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 type="checkbox"/> Best practice is for teachers to provide short (3-5 minute) physical activity breaks to students during and between classroom time at least 3 days per week.						
<input type="checkbox"/> Resources for classroom physical activity breaks are available to all teachers and staff at www.DVUSD.org/nutrition .						
<input type="checkbox"/> Best practice is for teachers to incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible to reduce sedentary behavior during the day.						
<input type="checkbox"/> Best practice is for teachers and staff serve to as role models by being physically active alongside students whenever possible.						

Active Transport (best practice is to choose a minimum of 6)

<input type="checkbox"/> Safe or preferred routes to school are designated.						
<input type="checkbox"/> Activities promoting active transport such as walking, biking and skating to school are supported by schools.						
<input type="checkbox"/> Crosswalks on streets leading to school are used.						
<input type="checkbox"/> Secure storage facilities for bicycles and helmet are present on school grounds.						
<input type="checkbox"/> Crossing guards are used when appropriate.						
<input type="checkbox"/> Maps of the school environment (sidewalks, crosswalks, roads, pathways, bike racks) are distributed.						
<input type="checkbox"/> Safe routes to school program is promoted to students, staff and parents via newsletters, websites, and local newspaper.						

GOAL: OTHER ACTIVITIES THAT PROMOTE STUDENT WELLNESS	2017-2018		2018-2019		2019-2020	
	# 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
School Sponsored Events						
<input type="checkbox"/> School are encouraged to incorporate school-sponsored wellness components including physical activity and healthy eating opportunities. Resources are available on www.dvUSD.org/nutrition .						
Relationships with Community Partnerships						
Establishing relationships with community partners is important to promote student wellness. Please check off resources your school uses throughout the year to promote wellness.						
<input type="checkbox"/> Hospitals						
<input type="checkbox"/> Local Fire and/or Police departments						
<input type="checkbox"/> Universities/colleges						
<input type="checkbox"/> Local businesses						
<input type="checkbox"/> SNAP-Ed Providers						
<input type="checkbox"/> Local City/Town						
<input type="checkbox"/> Fuel Up to Play 60						
Community Health Promotion and Family Engagement						
<input type="checkbox"/> The benefits of and approaches to healthy eating and physical activity are promoted to parents/caregivers, families, and the general community throughout the school year (i.e. the school provides information about nutrition and physical activity to parents throughout the year).						
<input type="checkbox"/> Families are invited to participate in school-sponsored activities and receive information about health promotion efforts.						
<input type="checkbox"/> Schools utilize various mechanisms to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.						
Staff Wellness and Health Promotion						
<input type="checkbox"/> The District Wellness Committee discusses staff wellness, disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff.						
Schools implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors, and 3-4 strategies are listed.						
<input type="checkbox"/> Strategy 1: Contests to promote behavior change						

<input type="checkbox"/> Strategy 2:Adult Salad Bar						
<input type="checkbox"/> Strategy 3:HOP (Health Outreach Program)						
<input type="checkbox"/> Strategy 4:Wellness Newsletter						
<input type="checkbox"/> Strategy 5: Availability of health promotion Apps (through Valley Schools)						
<input type="checkbox"/> Strategy 6: Other						
<input type="checkbox"/> The district promotes staff member participation in health promotion programs.						
<input checked="" type="checkbox"/> Healthy meetings standards for all staff events are encouraged and ideas for food options are created and to optimize healthy food options and posted on www.DVUSD.org/nutrition .						
Professional Learning						
<input checked="" type="checkbox"/> The district offers annual professional learning opportunities and resources for all kitchen staff to increase knowledge and skills about promoting healthy behaviors.						
Other Activities to Promote Wellness						
<input type="checkbox"/> Each school has a health professional on site for at least half the school day.						
<input type="checkbox"/> The district supports health fairs at schools each year.						
<input type="checkbox"/> The district supports activity focused events such as fun runs, Jump Rope for Heart, etc. at schools each year.						
<input type="checkbox"/> The district supports health and wellness activities at school-wide events when feasible.						

II. DISTRICT POLICIES

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

DISTRICT POLICY: SCHOOL MEALS STANDARDS		2017-2018	2018-2019	2019-2020
<i>At a minimum, the school meal standards should meet the New Meal Pattern requirements. LEAs can establish additional standards important to the district. This section should also include standards for the meal service area, menu composition (use of local produce) and guidelines for water availability during meals.</i>		% of schools in compliance	% of schools in compliance	% of schools in compliance
National School Lunch Program				
<input checked="" type="checkbox"/> All schools in the district participate in the National School Lunch Program.				
<input checked="" type="checkbox"/> Lunch meals served meet the new meal pattern requirements including minimum requirements for fruits, vegetables (and subgroups), whole-grain rich foods, meat/meat alternates and 2 varieties of milk.				

<input type="checkbox"/> Students are served lunch at a reasonable and appropriate time of the day.			
<input type="checkbox"/> Best practice is for lunch to follow recess to better support learning and healthy eating in grades K-8.			
<input checked="" type="checkbox"/> Resources are provided to encourage schools to adopt recess before lunch on district portal.			
<input type="checkbox"/> Students have adequate time to eat: <input type="checkbox"/> Students have 10 minutes of <u>seated time</u> <input type="checkbox"/> Students have 20 minutes of <u>seated time</u> <input type="checkbox"/> Students have 30 minutes of <u>seated time</u> (ADE best practice) <input type="checkbox"/> Students have ____ minutes of <u>seated time</u>			
School Breakfast Program			
<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.			
<input checked="" type="checkbox"/> The district encourages schools to provide breakfast in the classroom or via mobile grab and go carts when economically and logistically feasible.			
School Meal Standards meet the following additional guidelines established by the district:			
<input type="checkbox"/> Meals are appealing and attractive to students.			
<input type="checkbox"/> Meals are served in clean and pleasant settings.			
<input type="checkbox"/> Local and/or regional products are incorporated into the school meal programs when economically feasible.			
<input type="checkbox"/> Fresh fruits and vegetables are served 5 times per week.			
<input checked="" type="checkbox"/> Flavored milk is only offered as fat free.			
<input checked="" type="checkbox"/> Menus are created/reviewed by a Registered Dietitian.			
<input checked="" type="checkbox"/> School meals are administered by a team of nutrition professionals.			
<input type="checkbox"/> Students are greeted and treated in a respectful manner.			
<input type="checkbox"/> Self-Serve filling station is available in K-8 for those purchasing school lunch.			
<input type="checkbox"/> Menu board advertises lunch choice for today and tomorrow			
<input checked="" type="checkbox"/> Students with special diet accommodations on file are provided safe meals as outlined by Registered Dietitian.			
<input checked="" type="checkbox"/> Nutrient and allergen information is posted on the district website at www.DVUSD.org/nutrition			
<input checked="" type="checkbox"/> Students who are eligible for free or reduced-price meals are not overtly identified			
<input checked="" type="checkbox"/> Meal charge policy is followed regarding notification of parent/guardian regarding debt.			
Water			
<input checked="" type="checkbox"/> Free, potable water is available to all students during the meal period.			
<input type="checkbox"/> Water sources and containers are maintained on a regular basis to ensure good hygiene and health safety standards.			
<input type="checkbox"/> Students are allowed to bring and carry approved water bottles with only water in them throughout the day.			

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>	2017-2018	2018-2019	2019-2020
	% of schools in compliance	% of schools in compliance	% of 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 type="checkbox"/> A la Carte			
<input type="checkbox"/> In student stores			
<input type="checkbox"/> In vending machines			
<input type="checkbox"/> Fundraising			
<input type="checkbox"/> Other locations on campus			

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>	2017-2018	2018-2019	2019-2020
	% of schools in compliance	% of schools in compliance	% of schools in compliance
School Sponsored Events			
<input 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 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"/> Parents and teachers have access to a list of healthy party ideas, including non-food celebration ideas on www.DVUSD.org/nutrition .			
<input type="checkbox"/> It is best practice that 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).			
<input type="checkbox"/> It is best practice that classroom snacks brought in by parents meet (or exceed) the USDA Smart Snacks in School nutrition standards, per the Arizona Nutrition Standards (ARS 15-242).			
<input checked="" type="checkbox"/> Parents have access to a list of foods and beverages that meet the USDA Smart Snacks nutrition standards on www.DVUSD.org/nutrition .			
<input type="checkbox"/> Best practice is food and beverage is not used as a reward.			

<input checked="" type="checkbox"/> Teachers and other school staff have access on district portal to a list of alternative ways to reward students.			
The district has established additional guidelines for all foods and beverages served to students:			
<input type="checkbox"/> Diet soda is not sold on campus during the school day			
<input type="checkbox"/> Best practice is for caffeinated beverages sold on high school campus' during the school day to have less than 100mg.			
<input type="checkbox"/> Best practice is for all carbonated beverages sold on campus during the school day to grades 9-12 are either carbonated fruit/vegetable juices with no added sweetener or carbonated water with no added sweeteners.			

DISTRICT POLICY: FUNDRAISING	2017-2018	2018-2019	2019-2020
<i>In Arizona, all fundraisers are exempted from the Smart Snacks guidelines when an exemption request form is submitted, 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>	% of schools in compliance	% of schools in compliance	% of schools in compliance
The district has adopted the following fundraising policy:			
<input checked="" type="checkbox"/> The district does not allow exempt fundraisers. All food sold on campus during the school day as part of a fundraiser must meet Smart Snacks guidelines.			
Notifying Public of Fundraising Policy			
<input checked="" type="checkbox"/> The district fundraising policy is available for all parents/guardians to view			
<input checked="" type="checkbox"/> The district encourages best practices of promoting non-food fundraisers.			
<input checked="" type="checkbox"/> The district provides resources for non-food fundraising ideas on www.DVUSD.org/nutrition .			

DISTRICT POLICY: FOOD AND BEVERAGE MARKETING	2017-2018	2018-2019	2019-2020
<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>	% of schools in compliance	% of schools in compliance	% of schools in compliance
<input 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 type="checkbox"/> Vending machine exteriors			
<input type="checkbox"/> School equipment such as marquees, message boards, scoreboards, busses etc.			
<input type="checkbox"/> Cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment			
<input type="checkbox"/> Posters, book covers, school supplies displays etc.			
<input type="checkbox"/> Advertisements in school publications or mailings			
<input type="checkbox"/> Free product samples, taste tests, or coupons of a product or free samples displaying advertising of a product			

III. DISTRICT WELLNESS COMMITTEE

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

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>	2017-2018		2018-2019		2019-2020	
	YES	NO	YES	NO	YES	NO
<input checked="" type="checkbox"/> District convenes a representative district wellness committee (DWC).						
<input checked="" type="checkbox"/> District Wellness Committee meets 4 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"/> Email						
<input checked="" type="checkbox"/> Notices on district website						
<input checked="" type="checkbox"/> Newsletters						
<input checked="" type="checkbox"/> Presentations to parents						
<input checked="" type="checkbox"/> Sending information home via flyers						
<input checked="" type="checkbox"/> Electronic flyer distribution						
<input checked="" type="checkbox"/> DWC <u>actively recruits</u> representation from:						
<input checked="" type="checkbox"/> All school levels (elementary, middle, high)						
<input checked="" type="checkbox"/> Parents/Caregivers						
<input type="checkbox"/> Students						
<input checked="" type="checkbox"/> Representative from School Nutrition Programs						
<input checked="" type="checkbox"/> Physical education teacher						
<input checked="" type="checkbox"/> Health education teacher						
<input checked="" type="checkbox"/> School health professionals (nurses)						
<input checked="" type="checkbox"/> Mental health and social services staff (counselors, psychologists, social workers)						
<input checked="" type="checkbox"/> Administrators						
<input type="checkbox"/> School board members						
<input checked="" type="checkbox"/> Health professionals (dietitians, doctors, nurses)						

<input checked="" type="checkbox"/> The general public						
<input type="checkbox"/> DWC <u>has</u> representation from:						
<input type="checkbox"/> All school levels (elementary, middle, high)						
<input checked="" type="checkbox"/> Parents/Caregivers						
<input type="checkbox"/> Students						
<input checked="" type="checkbox"/> Representative from School Nutrition Programs						
<input type="checkbox"/> Physical education teacher						
<input type="checkbox"/> Health education teacher						
<input checked="" type="checkbox"/> School health professionals (nurses)						
<input type="checkbox"/> Mental health and social services staff (counselors, psychologists, social workers)						
<input type="checkbox"/> Administrators						
<input type="checkbox"/> School board members						
<input checked="" type="checkbox"/> Health professionals (dietitians, doctors, nurses)						
<input type="checkbox"/> The general public						
<input type="checkbox"/> To the extent possible, representatives from each school in the district						
<input type="checkbox"/> DWC includes representation from community partners (when feasible)						
<input checked="" type="checkbox"/> SNAP-Ed coordinator						
<input type="checkbox"/> Other:						
<input type="checkbox"/> Schools are encouraged to have an on-going school wellness committee (School Health Advisory Committee- SHAC) to review school-level, health related issues in coordination with the DWC.						

LEADERSHIP	2017-2018		2018-2019		2019-2020	
	YES	NO	YES	NO	YES	NO
<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>						
<input checked="" type="checkbox"/> There is a person designated to convene the DWC and facilitate development of and updates to the wellness policy. <input checked="" type="checkbox"/> Designee is Nona Dasenbrock, RDN						
<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 Nona Dasenbrock, RDN						
<input type="checkbox"/> Schools are encouraged to have a designated a wellness policy coordinator who will ensure compliance with the policy at the school level.						

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>	2017-2018		2018-2019		2019-2020	
	YES	NO	YES	NO	YES	NO
<input type="checkbox"/> Schools conducted a school-level assessment prior to developing an implementation plan. The assessment used was: <ul style="list-style-type: none"> <input type="checkbox"/> The Alliance for a Healthier Generation Healthy Schools Program; <input type="checkbox"/> The School Health Index <input type="checkbox"/> Action for Healthy Kids Game On program <input type="checkbox"/> Other program: _____ 						
<input type="checkbox"/> The district has a plan for implementation to manage and coordinate the execution of this wellness policy at each school.						
<input type="checkbox"/> The plan includes roles, responsibilities, actions and timelines specific to each school and includes information about who will be responsible to make changes.						

TRIENNIAL PROGRESS ASSESSMENTS <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>	2017-2018		2018-2019		2019-2020	
	YES	NO	YES	NO	YES	NO
<input checked="" type="checkbox"/> At least once every three years, the district evaluates compliance with the wellness policy.						
The evaluation includes:						
<input checked="" type="checkbox"/> The extent to which schools under the jurisdiction of the district are in compliance with the wellness policy.						
<input checked="" type="checkbox"/> The extent to which the district's policy compares to the a model policy						
<input checked="" type="checkbox"/> A description of the progress made in attaining the goals of the district's wellness policy.						
<input checked="" type="checkbox"/> The district designated a person responsible for managing the triennial assessment: This designee is Nona Dasenbrock, RDN						

REVISIONS AND UPDATING THE POLICY <i>LEAs are required to update or modify the wellness policy as appropriate.</i>	2017-2018		2018-2019		2019-2020	
	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 type="checkbox"/> Community needs change						
<input type="checkbox"/> Wellness goals are met						
<input type="checkbox"/> New health science information emerges						
<input checked="" type="checkbox"/> New state or federal guidance/standards are issues						
<input type="checkbox"/> Schools are encouraged to conduct an annual School Health Index at each school.						

NOTIFICATION OF WELLNESS POLICY, POLICY UPDATES AND TRIENNIAL ASSESSMENT <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>	2017-2018		2018-2019		2019-2020	
	YES	NO	YES	NO	YES	NO
Availability of the LWP						
<input checked="" type="checkbox"/> The public has access to the LWP at all times.						
<input checked="" type="checkbox"/> The wellness policy is posted online. The URL is www.dvUSD.org/nutrition						
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. Best practice is to include last revision date on 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 type="checkbox"/> Email						
<input checked="" type="checkbox"/> Notices on district website						
<input checked="" type="checkbox"/> Newsletters						
<input type="checkbox"/> Presentations to parents						
<input type="checkbox"/> Sending information home						
<input checked="" type="checkbox"/> Electronic flyers						
Availability of the Triennial Assessment						
<input checked="" type="checkbox"/> The district actively notifies students, staff & families of the availability of the triennial progress report.						
<input checked="" type="checkbox"/> The triennial assessments are available to the public. The URL is www.DVUSD.org/nutrition						

RECORDKEEPING <i>The district retains the following documents to demonstrate compliance with the wellness policy.</i>	2017-2018		2018-2019		2019-2020	
	YES	NO	YES	NO	YES	NO
Documentation kept on file includes:						
<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						
<input checked="" type="checkbox"/> Documentation demonstrating the most recent assessment on the implementation of the policy has been made available to the public.						