WELLNESS PLAN

This document, referred to as the “wellness plan” (the plan), is intended to implement policy FFA(LOCAL), which has been adopted by the Board to comply with the requirements for a school wellness policy. [Section 9A (a) of the National School Lunch Act (NSLA), 42 U.S.C. 1758b; 7 C.F.R. Part 210]

STRATEGIES TO SOLICIT INVOLVEMENT

Federal law requires that certain stakeholders be involved in the development, implementation, and periodic review and update of the wellness policy. The District has chosen to use the local school health advisory council (SHAC) to work on behalf of the District to review and consider evidence-based strategies and techniques in order to develop and implement nutrition guidelines and wellness goals as required by federal law. The SHAC will permit the following persons to work with the SHAC on the District’s wellness policy and plan: parents, students, the District’s food service provider, physical education teachers, school health professionals, Board members, administrators, and members of the public. The SHAC will solicit involvement and input of these other interested persons by:

1. Posting on the District’s website the dates and times of SHAC meetings at which the wellness policy and plan are scheduled to be discussed.
2. Posting on the District’s website the contact information of the person(s) responsible of the oversight of the District’s wellness policy and plan.

IMPLEMENTATION

Each campus principal is responsible for the implementation of FFA(LOCAL) and this wellness plan at his or her campus, including the submission of necessary information to the SHAC for evaluation.

The Superintendent is the District official responsible for the overall implementation of FFA (LOCAL), including the development of this wellness plan and any other appropriate administrative procedures, and ensuring that each campus complies with the policy and plan.

EVALUATION

At least every three years, as required by law, the District will measure and make available to the public the results of an assessment of the implementation of the District’s wellness policy, the extent to which each campus is compliant with the wellness policy, a description of the progress made in attaining the goals of the wellness policy, and the extent to which the wellness policy compares with any state- or federally designated model wellness policies. This will be referred to as the “triennial assessment.”

Annually, the District will notify the public about the content and implementation of the wellness policy and plan and any updates to these materials.

The SHAC will consider evidence-based strategies when setting and evaluating goals and measurable outcomes. The SHAC may use any of the following tools for this analysis:

* Smarter Lunchrooms’ website (<https://healthymeals.nal.usda.gov/healthierus-school-challenge-resources/smarter-lunchrooms>)
* <http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>
* <http://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks>
* <http://www.squaremeals.org/Publications/Handbooks.aspx>

PUBLIC NOTIFICATION

To comply with the legal requirement to annually inform and update the public about the content and implementation of the local wellness policy, the District will create a wellness page on its website to document information and activity related to the school wellness policy, including:

1. A copy of the wellness policy [see FFA(LOCAL)];
2. A copy of this wellness plan, with dated revisions;
3. Notice of any Board revisions to policy FFA(LOCAL);
4. The name, position, and contact information of the District official responsible for the oversight of the wellness policy and implementation of this plan;
5. Notice of any SHAC meeting at which the wellness policy or corresponding documents are scheduled to be discussed;
6. The SHAC’s triennial assessment; and
7. Any other relevant information.

The District will also publish the above information in appropriate District or campus publications.

RECORDS RETENTION

Records regarding the District’s wellness policy will be retained in accordance with law and the District’s records management program. Questions may be directed to the Superintendent the District’s designated records management officer.

GUIDELINES AND GOALS

The following provisions describe the District’s nutrition guidelines and activities and objectives chosen by the SHAC to implement the Board-adopted wellness goals in policy FFA (LOCAL).

NUTRITION GUIDELINES

All District campuses participate in the U.S. Department of Agriculture’s (USDA’s) child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). Federal law requires that the District establish nutrition guidelines for foods and beverages sold to students during the school day on each campus that promote student health and reduce childhood obesity.

The District’s nutrition guidelines are to ensure all foods and beverages sold or marketed to students during the school day adhere to all federal regulations and guidance and are designed to promote student health and reduce childhood obesity.

FOODS AND BEVERAGES SOLD

The District will comply with federal requirements for reimbursable meals. For other foods and beverages sold to students during the school day, the District will comply with the federal requirements for competitive foods. Competitive foods and beverages are not part of the regular meal programs and occur through sales such as a la carte options or vending machines. For purposes of this plan, these requirements will be referred to as “Smart Snacks” standards or requirements. The following websites have information regarding meal and Smart Snacks requirements:

* <http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>
* <http://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks>
* <http://www.squaremeals.org/Publications/Handbooks.aspx>

**The Elementary School Campus** is NOT allowed to sell any types of food items to students during the school day. Food items sold by the cafeteria are the only food sales allowable at Elementary campuses.

**The High School Campus** may sell food items under the following conditions:

* No Chewing Gum or Soft Drinks will be sold.
* The HIGH SCHOOL may NOT sell during meal periods on the campus or in areas where reimbursable meals are served and/or consumed.

EXCEPTION—FUNDRAISERS

State rules adopted by the Texas Department of Agriculture (TDA) allow an exemption to the Smart Snacks requirements for up to six days per year per campus when a food or beverage is sold as part of a District fundraiser. [See CO (LEGAL)]

The District will allow the following exempted fundraisers:

| **Campus or Organization** | **Food / Beverage** | **Number of Days** |
| --- | --- | --- |
| Kress Elementary | NON-Smart snacks compliant Food/Beverage | 6 |
| Kress High School | NON-Smart snacks compliant Food/Beverage | 6 |

FOODS AND BEVERAGES PROVIDED

There are no federal or state restrictions for foods or beverages provided, but not sold, to students during the school day. However, each school district must set its own standards.

The District will comply with state law, which allows a parent or grandparent to provide a food product of his or her choice to classmates of the person’s child or grandchild on the occasion of the student’s birthday or to children at a school-designated function. [See CO (LEGAL)]

In addition, the District has established the following local guidelines on foods and beverages made available to students:

FOODS ITEMS GIVEN AWAY DURING THE SCHOOL DAY:

* PARENTS: Parents may choose the types of foods they send to school for their own child’s consumption.
* CAMPUS CELEBRATIONS: Foods may be given to students at three (3) approved school campus parties/events. The events need to be documented. The campus will retain records for these approved events for local compliance.
* STUDENT BIRTHDAY OR OTHER CELEBRATIONS:Foods may be given to students at these types of celebrations at the discretion of the school principal. It is highly recommended that such parties be scheduled after the end of the class’s lunch period so that these celebrations will not replace a nutritious lunch.

MEASURING COMPLIANCE

The District will measure compliance with the nutrition guidelines by reviewing meal reimbursement submissions from the child nutrition department to the TDA, reviewing foods and beverages that are sold in competition with the regular school meals, reviewing items sold as part of approved District fundraisers, and monitoring the types of foods and beverages made available to students during the school day.

NUTRITION PROMOTION

Federal law requires that the District establish goals for nutrition promotion in its wellness policy. The District’s nutrition promotion activities will encourage participation in the National School Lunch Program, the School Breakfast Program, and any supplemental food and nutrition programs offered by the District.

The District will ensure that any food and beverage advertisements marketed to students during the school day meet the Smart Snacks standards.

In accordance with FFA (LOCAL), the District has established the following goal(s) for nutrition promotion.

|  |  |
| --- | --- |
| **GOAL:** The District’s food service staff, teachers, and other District personnel shall consistently **promote healthy nutrition messages** in cafeterias, classrooms, and other appropriate settings. | |
| **Objective 1: The District will involve district personnel to promote healthy nutrition messages.** | |
| **Action Steps** | **Methods for Measuring Implementation** |
| Produce information for staff, parents, and students that provides healthy school nutrition messages to promote healthy nutrition. | Baseline or benchmark data points:   * The manner in which the information is provided   Resources needed:   * Disseminate information to administrators at monthly meetings and provide electronically to staff * Time and funding   Obstacles:   * Information does not always reach the staff or they fail to read the information |
| **Objective 2: By May of each school year, score at least a Gold Level on the Smarter Lunchroom scorecard at each campus. (www.smarterlunchrooms.org/resource/lunchroom-self-assessment-score-card)** | |
| **Action Steps** | **Methods for Measuring Implementation** |
| Distribute scorecard to all campus nutrition directors for completion in December and May. | Baseline or benchmark data points:   * Score on the assessment card for each campus December and May   Resources needed:   * Staff access to the scorecard   Obstacles:   * Training in Dec/May to implement the Smarter Lunchroom strategies * Time and staff to devote to implementing the Smarter Lunchroom strategies |
| **GOAL:** The District shall **share educational nutrition information with families** and the general public to promote healthy nutrition choices and positively influence the health of students. | |
| **Objective 1: The District will maintain participation in federal child nutrition programs throughout the school year.** | |
| **Action Steps** | **Methods for Measuring Implementation** |
| Provide Free and Reduced Application to all students in the district in the first week of school to encourage participation. | Baseline or benchmark data points:   * Participation rates in federal child nutrition programs throughout the school year   Resources needed:   * Gather, develop, and desegregate information to students and parents * Time and funding   Obstacles:   * Negative perceptions of school meals * Information does not always reach the parents * Parents may choose not to disclose information related to income level or family information to determine eligibility for free or reduced-priced meals * Parents may not complete application timely for verification |
| **Objective 2: Provide the monthly breakfast and lunch menus along with selected nutritional information.** | |
| **Action Steps** | **Methods for Measuring Implementation** |
| Distribute the monthly menus to teachers to post in their rooms.  Post on the school’s website [www.kressonline.net](http://www.kressonline.net)  Send home with report cards | Baseline or benchmark data points:   * Timely posting of menus and parent survey   Resources needed:   * Color printer, website, personnel   Obstacles:   * Information does not always reach the parents or they do not use the resources provided |

|  |  |
| --- | --- |
| **Objective 3: The District will inform families in the community regarding supplemental food and nutrition programs.** | |
| **Action Steps** | **Methods for Measuring Implementation** |
| Gather information regarding food access programs available in the community such as the church food bank, and summer meal programs. | Baseline or benchmark data points:   * Identify food access programs   Resources needed:   * Community organizations-partnerships * Time and funding * Post programs on the website   Obstacles:   * Limited community resources |

|  |  |
| --- | --- |
| **GOAL:** The District shall ensure that food and beverage **advertisements** accessible to students during the school day **depict only products that meet the federal guidelines** for meals and competitive foods. | |
| **Objective 1: Advertisements of food products will be Smart Snacks compliant.** | |
| **Action Steps** | **Methods for Measuring Implementation** |
| The cafeteria manager in conjunction with the school administrators will work to ensure that all advertisements hanging in the cafeterias and on vending machines meet federal compliance. | Baseline or benchmark data points:   * All advertisements will be snack compliant   Resources needed:   * Time and funding allotted to monitor   Obstacles:   * Continual monitoring and communication with campus personnel |

NUTRITION EDUCATION

Federal law requires that the District establish goals for nutrition education in its wellness policy. State law also requires that the District implement a coordinated health program with a nutrition services and health education component at the elementary and middle school levels. [See EHAA]

The District will implement the nutrition services and health education component through instruction of the TEKS related to nutrition and health and the SPARK Coordinated School Health (CSH) initiative program. This program is Texas Education Agency (TEA) approved in the District’s physical and health education courses. The acronym stands for Sports, Play and Active Recreation for Kids. The program was initially designed for physical activity, but has since been enhanced to include health, nutrition, and staff wellness programs.

In accordance with FFA (LOCAL), the District has established the following goal(s) for nutrition education.

|  |  |
| --- | --- |
| **GOAL:** The District shall **deliver nutrition education** that fosters the adoption and maintenance of healthy eating behaviors. | |
| **Objective 1: At least 50% of high school students in each 4 year cohort will complete one-half credit of health education as an elective.** | |
| **Action Steps** | **Methods for Measuring Implementation** |
| Inform high school counselor that health education should be considered a default elective in the development of 4-year graduation plans for most students | Baseline or benchmark data points:   * % of each 4 year cohort who successfully complete health as an elective.   Resources needed:   * Staff to teach the course   Obstacles:   * Students may not have room in their schedules for health as an elective |
| **Objective 2: At least 90% of students enrolled in physical education courses throughout the District will achieve at least a semester average of 80 on a scale of 100.** | |
| **Action Steps** | **Methods for Measuring Implementation** |
| Obtain semester grade averages of students enrolled in physical education. | Baseline or benchmark data points:   * Average of student enrolled   Resources needed:   * Support from principal to obtain grade averages   Obstacles:   * Nutrition education is only part of the TEKS in physical education courses. |

|  |  |
| --- | --- |
| **Objective 3: All students will have access to drinking water during the school day.** | |
| **Action Steps** | **Methods for Measuring Implementation** |
| Students will be allowed an encouraged to bring personally owned clear water bottles with a cap to school.  Provide access to water in the cafeteria and in hallways. | Baseline or benchmark data points:   * Handbooks that water bottles are allowable   Resources needed:   * Easily accessible water foundations   Obstacles:   * Proper cleaning of water bottles |

|  |  |
| --- | --- |
| **GOAL:** The District shall provide **professional development** so that teachers and other staff responsible for the nutrition education program are adequately prepared to effectively deliver the program. | |
| **Objective 1: Campus administrators in conjunction with their staff determine appropriate professional development for employees responsible for nutrition education.** | |
| **Action Steps** | **Methods for Measuring Implementation** |
| Determine staff involved in the nutrition education program and the appropriate professional development necessary. | Baseline or benchmark data points:   * Travel forms that provide information regarding training attended   Resources needed:   * Approved time for staff to attend professional development * Time and funding   Obstacles:   * Nutrition education is only one of many facets of the required professional development |

PHYSICAL ACTIVITY

The District will implement, in accordance with law, a coordinated health program with physical education and physical activity components and will offer at least the required amount of physical activity for all grades. [See BDF, EHAA, EHAB, and EHAC.]

The District will implement, in accordance with law, a coordinated health program with physical education and physical activity components and will offer at least the required amount of physical activity for all grades. [See BDF, EHAA, EHAB, and EHAC]

As required by the TEC 28.002(l) –(l-1), the District will meet the required physical activity in elementary school grades by providing at least 30 minutes per day of recess, weather permitting.

At the middle school level, the District will require students, unless exempted because of illness or disability, to be enrolled in physical education or athletics courses for at least four out of the six semesters in grades six, seven, and eight.

Federal law requires that the District establish goals for physical activity in its wellness policy.

In accordance with FFA (LOCAL), the District has established the following goal(s) for physical activity.

|  |  |
| --- | --- |
| **GOAL:** The District shall provide an **environment that fosters safe, enjoyable, and developmentally appropriate** fitness activities for all students, including those who are not participating in physical education classes or competitive sports. | |
| **Objective 1: Students are encouraged to use the school facilities to exercise, ride their bikes and walk to school.** | |
| **Action Steps** | **Methods for Measuring Implementation** |
| Bicycle racks are provided for those students riding their bicycles to school.  Students are encouraged to use the track and playgrounds to exercise. | Baseline or benchmark data points:   * The locations of bicycle racks   Resources needed:   * Staff to perform extra duties * Time and funding   Obstacles:   * Students may not want to walk or bike to school. |

|  |  |
| --- | --- |
| **GOAL:** The District shall provide appropriate **staff development** and encourage teachers to integrate physical activity into the academic curriculum where appropriate. | |
| **Objective 1: Provide appropriate information to staff regarding the benefits of physical activity breaks for students.** | |
| **Action Steps** | **Methods for Measuring Implementation** |
| Gather information to provide to campus administrators and all staff. | Baseline or benchmark data points:   * All staff will be provided information   Resources needed:   * Data regarding benefits of activity * Time and funding   Obstacles:   * Reluctance from staff |

|  |  |
| --- | --- |
| **GOAL:** The District shall make appropriate **before-school and after-school physical activity** programs available and shall encourage students to participate. | |
| **Objective 1: At least one campus will implement a before or after school physical activity program each year.** | |
| **Action Steps** | **Methods for Measuring Implementation** |
| The Elementary Campus will implement a “Jump Rope for Heart” and/or TOTS-Teams of Tomorrow activity before or after school activity program.  The district will offer or sponsor summer basketball and/or baseball camps | Baseline or benchmark data points:   * Program implementation   Resources needed:   * Support and supervisory personnel and equipment   Obstacles:   * Time and funding |

|  |  |
| --- | --- |
| **GOAL:** The District shall **make appropriate training** and other activities available to District **employees** in order to promote enjoyable, lifelong physical activity for District employees and students. | |
| **Objective 1: The District offers health insurance which provides fully paid annual physicals, various health tests, and on-line health assessments.** | |
| **Action Steps** | **Methods for Measuring Implementation** |
| Inform employees of available health screenings and wellness opportunities. | Baseline or benchmark data points:   * Provide information to all employees   Resources needed:   * District provided email. * Time and funding   Obstacles:   * Lack of participation |

|  |  |
| --- | --- |
| **GOAL:** The District shall **encourage parents to support their children’s participation**, to be **active role models**, and to include physical activity in family events. | |
| **Objective 1: Objective 1: At least one campus will offer daily, weekly, or annual events that involve physical activity which includes both parents and students.** | |
| **Action Steps** | **Methods for Measuring Implementation** |
| Gather information from campus administrators and identify events that involve physical activity the includes both parents and students such as Trick& Treat, Fall Festival, Field Day, TOTS, Jump Rope for Heart. | Baseline or benchmark data points:   * Self-reports from campus administrators   Resources needed:   * Informational materials * Time and funding   Obstacles:   * Staff time * Participation rates |

|  |  |
| --- | --- |
| **GOAL:** The District shall **encourage students, parents, staff, and community members** to use the District’s recreational facilities, such as tracks, playgrounds, and the like, that are available outside the school day. | |
| **Objective 1: Inform the community of the facilities that are available for use outside of the school day.** | |
| **Action Steps** | **Methods for Measuring Implementation** |
| Develop and share information regarding availability of District facilities for recreational use to include all school playgrounds, school track, outside basketball venues, tennis courts, and other outside areas. | Baseline or benchmark data points:   * Website postings   Resources needed:   * Listing of the types and locations of facilities * Time and funding   Obstacles:   * Availability * Vandalism |

SCHOOL-BASED ACTIVITIES

Federal law requires that the District establish goals for other school-based activities in its wellness policy to promote student wellness.

In accordance with FFA(LOCAL), the District has established the following goal(s) as part of its student wellness policy to create an environment conducive to healthful eating and physical activity and to promote and express a consistent wellness message.

|  |  |
| --- | --- |
| **GOAL:** The District shall **allow sufficient time for students to eat meals** in cafeteria facilities that are clean, safe, and comfortable. | |
| **Objective 1: Campuses schedules will allow for at least a 30 minutes lunch period. (Breakfast is provided prior to the morning bell.)** | |
| **Action Steps** | **Methods for Measuring Implementation** |
| Work with campus administrators to ensure timeframes meet this objective.  Custodians are provided to clean the dining areas and school nutrition employees clean the kitchen facilities.  Administrators and teachers will provide supervision during meal times. | Baseline or benchmark data points:   * All campuses will provide ample time   Resources needed:   * Time and funding   Obstacles:   * Master schedules incorporate the entire day including lunch * Sharing 1 cafeteria between buildings |

|  |  |
| --- | --- |
| **GOAL:** The District shall **promote wellness** for students and their families at suitable District and campus activities. | |
| **Objective 1: The District will provide funding for Smart Snack compliance during the administration of the state mandated assessments as well as the summer school program.** | |
| **Action Steps** | **Methods for Measuring Implementation** |
| Provide a list of snacks and funding amounts to each campus administrator and the cafeteria so they can order or buy the compliant snacks for testing and the summer program. | Baseline or benchmark data points:   * Adherence to the Smart Snacks criteria   Resources needed:   * Time and funding   Obstacles:   * Coordinating all the desired snacks in a timely manner |
| **Objective 2: Campus and classroom celebrations are allowed but are encouraged to be held after the designated lunch time.** | |
| **Action Steps** | **Methods for Measuring Implementation** |
| Campus administrators should be cognizant of such celebrations and encourage afternoon celebrations so that students have already consumed a healthy meal. | Baseline or benchmark data points:   * Staff/faculty buy-in   Resources needed:   * Time and funding.   Obstacles:   * Awareness of all celebrations |

|  |  |
| --- | --- |
| **GOAL:** The District shall promote **employee wellness activities** and involvement at suitable District and campus activities. | |
| **Objective 1: The District will utilize its health insurance provider to encourage wellness by communicating the preventive services and wellness information** | |
| **Action Steps** | **Methods for Measuring Implementation** |
| Develop and distribute materials via emails to all employees regarding wellness.  District employees were encouraged to participate in any activity which involves healthier eating habits and exercising with daily reporting | Baseline or benchmark data points:   * Emails to all employees   Resources needed:   * Email addresses for all employees * Time and funding.   Obstacles:   * Not all employees have coverage, benefits * Participation rates |