

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	<p>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:</p> <ol style="list-style-type: none"><li data-bbox="558 940 1138 974">1. <i>Meeting 4 times during the school year.</i><li data-bbox="558 995 1442 1066">2. <i>Agreeing on the meeting times in advance to ensure availability of members and continuity in meetings.</i>
IMPLEMENTATION	<p>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.</p> <p>The SHAC Coordinator 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.</p>
EVALUATION	<p>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.”</p>

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>)
- *Relevant portions of the District Improvement Plan (DIP) and the Campus Improvement Plan (CIP).*
- Relevant portions of the Center for Disease Control's School Health Index (<http://www.cdc.gov/healthyschools/shi/index.htm>)

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; and
6. 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 Director of Operations

and Administration, 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	<p>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.</p> <p>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.</p>
FOODS AND BEVERAGES SOLD	<p>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:</p> <ul style="list-style-type: none">• 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 (see the Complete <i>Administrator Reference Manual</i> [ARM], Section 20, Competitive Foods)
EXCEPTION— FUNDRAISERS	The District will not allow exempted fundraisers; all fundraisers will include nonfood items, foods that meet the Smart Snacks standards, or foods that are not intended to be consumed at school.

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 local standards for foods and beverages made available to students. [See FFAF (Local)]

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.

The SHAC will monitor this by:

1. *Advising the Cafeteria Manager of the following: The District must allow marketing of only those foods and beverages that meet the competitive foods (Smart Snacks) standards during the school day. This would include advertisements accessible to students during the school day on a school campus, as these terms are defined in the Smart Snacks regulations (the midnight before to 30 minutes after the end of the official school day and all areas of the property under the jurisdiction of the school that are accessible to students during the school day)*

Although the District is not required to immediately remove or replace food and beverage advertisements on items such as menu boards or other food service equipment, or on scoreboards or gym-

nasiums, the SHAC will periodically monitor these and make recommendations when replacements or new contracts are considered.

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

GOAL 1: 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: It is the opinion of the SHAC that more innovative messaging ideas which are sensory stimulating and deliver a cohesive healthy nutrition message are beneficial. Allowing cafeteria staff to literally “wear” the message in the form of a cafeteria worker garments which will not only portray a unified and cohesive message of professionalism, but it is advised that the garments be selected which themselves portray a healthy message. This will be accomplished by a standard set of garments which will contain healthy nutritional messages. The cafeteria staff will select days to uniformly wear their selected nutrition oriented garments. The intent is for the students to see the cafeteria staff wearing a healthy message in a fun and playful way.

For the purposes of this policy “garment” is defined as any wearable item.

Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> • Select a garment to reflect the “healthy message” concept we wish to relay. • Purchase said garment 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • At the beginning of Goal implementation no garment oriented messaging technique in place • Benchmark measure: Objective 1 will be considered complete when the nutrition message garments have been purchased and worn. <p>Resources needed:</p> <ul style="list-style-type: none"> • Allocation of needed funds for purchase of garments <p>Obstacles:</p> <ul style="list-style-type: none"> • Insufficient cafeteria funds for the purchase garments.

Objective 2: Unlike Objective 1 which attempts to explore more innovative ways to promote health nutrition messages, Objective 2 relies on more traditional messaging techniques. Objective 2 is the selection and placement in highly visible areas of the cafeteria,

hallways, and classrooms, posters which relay a healthy nutrition message in a fun yet informative way. The Cafeteria Director will research and select age appropriate posters for healthy nutrition messages.	
Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> • Selection of age appropriate posters for display in various/numerous locations across the district campus. • Acquisition of said posters 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • At the beginning of Goal implementation no premeditated or cohesive poster selection method was in place • Benchmark measure: Objective 2 will be considered complete when the nutrition message posters have been acquired, and displayed. <p>Resources needed:</p> <ul style="list-style-type: none"> • Allocation of needed funds for acquisition of posters <p>Obstacles:</p> <ul style="list-style-type: none"> • Insufficient cafeteria funds for the purchase of posters • Insufficient time resource on behalf of the cafeteria director to coordinate said poster selection.

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]

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

GOAL 2: The District shall provide professional development so that teachers and other staff responsible for the nutrition and health education programs are adequately prepared to effectively deliver the program.

Objective 1: In addition to the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) the Cafeteria Director will take part in one additional nutritional education program. Examples of nutritional programs could include but are not limited to: Local Products Challenge, Fresh Fruits and Vegetable Program, etc.

Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> • Selection of the nutritional education program. • Meeting the requirements of the chosen program. 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • Selection of the program prior to the beginning of the year. • Implementation of the program in the first 9 weeks of school. • Completion of the program prior to the end of school year. <p>Resources needed:</p> <ul style="list-style-type: none"> • Literature on the programs <p>Obstacles:</p> <ul style="list-style-type: none"> • Financial obligations of the programs.
<p>Objective 2: The Health education department will implement Health Awareness programs in the District.</p>	
Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> • Selection of relevant Infection Control Measures. • Selection of relevant Staff Awareness Measures. • Implementing Staff Wellness Program • Meeting the requirements of the chosen programs. 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • Selection of the programs prior to the beginning of the year. • Implementation of the program in the first 9 weeks of school. • Continuation of the programs during the end of school year. <p>Resources needed:</p> <ul style="list-style-type: none"> • Literature on the programs <p>Obstacles:</p> <ul style="list-style-type: none"> • Financial obligations of the programs.

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 following addresses how the District meets the required amount of physical activity:

- See EHAA (LEGAL)
- See EHAC (LEGAL)

- See *EHAB (LEGAL)*

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 3: The District shall provide appropriate staff development and encourage teachers to integrate physical activity into the academic curriculum where appropriate.	
Objective 1: Showcase our elementary physical education program at events where teachers, staff, and other stakeholders will be present. Elementary physical education student half time/downtime shows –showcase age appropriate skills- ball handling, jump rope, learning to skip, etc.	
Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> • Select 3 Home Basketball Games to perform at. • Select 2 performances and grade levels for each Home game selected. 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • Selection of home games prior to the start of each season by the Elementary Physical Education Teacher. • Objective 1 will be complete when all performances have been held. <p>Resources needed:</p> <ul style="list-style-type: none"> • Schedule <p>Obstacles:</p> <ul style="list-style-type: none"> • Attendance of Elementary age students.

GOAL 4: The District shall encourage students, parents, staff, and community members to use the District’s recreational facilities that are available outside the school day.	
Objective 1: Showcase our facilities such as the track and gyms in community involvement types of events. Examples of event could include but are not limited to: Fun Run, Participation in Field Day by Volunteers, 3 rd -6 th grade Field Day/Mock track meet – smaller hurdles, similar events, etc.	
Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> • Selection of at least 2 events by the Elementary Physical Education Teacher. 	<p>Baseline or benchmark data points:</p>

<ul style="list-style-type: none"> • Preparing for the events. • Completion of the events within the school year. 	<ul style="list-style-type: none"> • Selection of events prior to the start of the school year by the Elementary Physical Education Teacher. • Completion of at least 2 of the events by the end of school year. <p>Resources needed:</p> <ul style="list-style-type: none"> • Use of the Elementary Physical Education Equipment. <p>Obstacles:</p> <ul style="list-style-type: none"> • Scheduling of Events
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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.

<p>GOAL 5: The District shall allow sufficient time for students to eat meals in facilities that are clean, safe, and comfortable.</p>	
<p>Objective 1: Implement Breakfast in the classroom and allow the use of technology for students in the Cafeteria, as permitted by the student handbook and building principals. This will ensure students have ample time to eat their meals.</p>	
Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> • The Cafeteria Manager along with the Technology Director, Elementary Principal, and Secondary Principal will develop a plan for implementing breakfast in the classroom • Implementation of the plan and revisions beginning in the first 9 weeks of school. 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • Develop and implement the plan in the first 9 weeks of school. • Revisions to the plan as necessary <p>Resources needed:</p> <ul style="list-style-type: none"> • Email or meeting time to develop the plan. <p>Obstacles:</p> <ul style="list-style-type: none"> • An environment where students have liquids and technology at the same time

