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| 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="560 947 1442 1052">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.</li><li data-bbox="560 1073 1442 1276">2. Listing in the student handbook the name and position of the person responsible for oversight of the District’s wellness policy and plan along with an invitation to contact that person if the reader is interested in participating in the development, implementation, and evaluation of the wellness policy and plan.</li></ol> |
| 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 <u>Assistant Superintendent of Teaching and Learning</u> and the <u>Health Services Coordinator</u> are the District officials 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 com-</p>  |

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>)
- Relevant portions of the Well SAT 2.0 ([www.wellsat.org](http://www.wellsat.org)) (*List other tools.*)
- Relevant portions of the Center for Disease Control’s School Health Index (<http://www.cdc.gov/healthyschools/shi/index.htm>)
- A District-developed self-assessment

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 pro-

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|                          | <p>gram. Questions may be directed to the <u>Chief Financial Officer</u>, the District’s designated records management officer.</p>  |
| GUIDELINES AND GOALS     | <p>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).</p>   |
| 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"><li>• <a href="http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals">http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals</a></li><li>• <a href="http://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks">http://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks</a></li><li>• <a href="http://www.squaremeals.org/Publications/Handbooks.aspx">http://www.squaremeals.org/Publications/Handbooks.aspx</a> (see the Complete <i>Administrator Reference Manual</i> [ARM], Section 20, Competitive Foods)</li></ul> |
| EXCEPTION— FUNDRAISERS   | <p>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)]</p>  |

The District will allow the following exempted fundraisers for the 2017–2018 school year:

| Campus or Organization | Food / Beverage | Number of Days |
|------------------------|-----------------|----------------|
|                        |                 |                |
|                        |                 |                |

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 standards for foods and beverages made available to students:

Elementary school: Any foods and beverages given away or otherwise made available to students must meet the Smart Snacks standards, with the exception of celebrations that may occur on campuses up to four days each school year. These celebrations must occur after lunch and must be approved by the principal.

Middle/junior high school: Any foods and beverages given away or otherwise made available to students must meet the Smart Snacks standards, with the exception of celebrations that may occur on campuses up to four days each school year. These celebrations must occur after lunch and must be approved by the principal.

High school: Any foods and beverages given away or otherwise made available to students must meet the Smart Snacks standards, with the exception of celebrations that may occur on campuses up to four days each school year. These celebrations must occur after lunch and must be approved by the principal.

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. *The Assistant Superintendent of Teaching and Learning and Coordinator of Health Services will review all advertisements quarterly.*

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 gymnasiums, 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.

| <b>GOAL 1:</b> The District's food service staff, teachers, and other District personnel shall consistently promote healthy nutrition messages in cafeterias, classrooms, and other appropriate settings. |  |
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| <b>Objective 1: The District will increase awareness of the federal child nutrition programs each school year beginning with the 2017-2018 school year.</b>   |  |
| <b>Action Steps</b>   | <b>Methods for Measuring Implementation</b>  |
| Distribute monthly fliers regarding school food programs.   | <p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• Participation rates in federal child nutrition programs at beginning, middle, and end of school year</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Development of fliers and follow-up letters</li> <li>• Personnel to distribute fliers</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Fliers and letters sometimes do not reach the parents</li> <li>• Negative perception of school meals</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>Parents choosing not to disclose information related to income or family information to determine eligibility for free or reduced- price meals.</li> </ul>   |
| <p><b>Objective 2: By May of each school year, score at least at the bronze level on the Smarter Lunchroom scorecard (<a href="http://www.smarterlunchrooms.org/resource/lunchroom-self-assessment-score-card">www.smarterlunchrooms.org/resource/lunchroom-self-assessment-score-card</a>) at each campus beginning with the 2017-2018 school year.</b></p> |   |
| <b>Action Steps</b>  | <b>Methods for Measuring Implementation</b>   |
| Distribute scorecard to all campus nutrition directors for completion in October and May.  | <p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>Score on the assessment for each campus in October and May.</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Staff access to the scorecard</li> <li>Available staff to answer questions about the assessment from campus nutrition directors</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>Training between October and May to implement the Smarter Lunchroom strategies</li> <li>Time and staff to devote to implementing the Smarter Lunchroom strategies.</li> </ul> |

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| <p><b>GOAL 2:</b> 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.</p>                |   |
| <p><b>Objective 1: The District will research opportunities to offer supplemental food and nutrition programs and will regularly inform families and the community regarding any programs offered by the District.</b></p> |   |
| <b>Action Steps</b>  | <b>Methods for Measuring Implementation</b>   |
| Research food access programs available in the community with which the District could partner (food pantry programs supported by a local area food bank, backpack programs, summer meal programs, etc.)                   | <p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>Number of supplemental programs the District currently offers or promotes</li> </ul> <p>The types of food access programs identified and ways the information was communicated to families and the community</p> |

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|   | <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Partnerships with community organizations</li> <li>Literature to send to families/community</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>Limited resources / organizations</li> </ul>  |
| <p><b>Objective 2: Consistently post in an easily accessible location on the District's or each campus's website the monthly school breakfast and lunch menus, along with the nutritional information of each meal.</b></p> |   |
| <p><b>Action Steps</b></p>  | <p><b>Methods for Measuring Implementation</b></p>  |
| <p>Work with the District and campus child nutrition directors to develop menus that are in compliance with this objective and are designed at least one month in advance.</p>  | <p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>The manner in which the menus and nutrition information are communicated to parents currently</li> <li>The number of times the menus were viewed during the school year</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Website location along with metrics to tabulate number of views</li> <li>Staff to create and distribute the menus for posting to the website</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>All nutritional information may not be readily available</li> <li>Not all families have internet access</li> </ul> |

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| <p><b>GOAL 3:</b> The District shall ensure that food and beverage advertisements accessible to students outside of school hours on District property contain only products that meet the federal guidelines for competitive foods.</p> |   |
| <p><b>Objective 1: One hundred percent of the exterior displays on vending machines available for student use during the school day will be Smart Snacks compliant.</b></p>   |   |
| <p><b>Action Steps</b></p>  | <p><b>Methods for Measuring Implementation</b></p>  |
| <p>Assign a District administrator to communicate this expectation to all campus principals.<br/>Identify vending machines that require ad-</p>   | <p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>As reported by campus principals, the percent of vending machines with exterior advertisements that are not Smart</li> </ul> |

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| <p>justments to exterior displays.<br/>Work with vendors to provide alternative exterior displays.<br/>Document whether the 100 percent objective was met.</p> | <p>Snacks compliant at the beginning and end of the school year.<br/>Resources needed:<br/> <ul style="list-style-type: none"> <li>Alternative exterior displays</li> </ul> Obstacles:<br/> <ul style="list-style-type: none"> <li>Identifying vending machines that are only used outside of the school day and whether any advertisements are accessible to students during the day.</li> <li>Existing contractual provisions in vendor contracts</li> </ul> </p> |
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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 TEA approved coordinated school health program CATCH (Coordinated Approach to Child Health). The instruction will be provided during physical education courses and other appropriate settings as determined by the district. In accordance with FFA (LOCAL), the District has established the following goal(s) for nutrition education.

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| <p><b>GOAL 1:</b> The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors.</p>                 |  |
| <p><b>Objective 1:</b> All pk-8 students will receive nutrition education through physical education courses on all campuses.</p>                           |  |
| <p><b>Action Steps</b></p>  | <p><b>Methods for Measuring Implementation</b></p>   |
| <p>All physical education teachers will implement and integrate the Coordinated Approach to Child Health (CATCH) curriculum.</p>                            | <p>Baseline or benchmark data points:<br/> <ul style="list-style-type: none"> <li>Lesson Plans</li> </ul> Resources needed:<br/> <ul style="list-style-type: none"> <li>CATCH Curriculum</li> </ul> </p> |
| <p><b>Objective 2:</b> All 9-12 students will complete one credit of physical education prior to graduation with an integration of nutrition education.</p> |  |
| <p><b>Action Steps</b></p>  | <p><b>Methods for Measuring Implementation</b></p>   |
| <p>All physical education teachers in grades 9-12 will deliver instruction relating to nutrition</p>  | <p>Baseline or benchmark data points:<br/> <ul style="list-style-type: none"> <li>Lesson Plans</li> </ul> </p>   |

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| education in physical education courses. | Resources needed: <ul style="list-style-type: none"> <li>Identified student objectives</li> </ul> |
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| <b>GOAL 2:</b> The District shall integrate nutrition education into other areas of the curriculum, as appropriate.                                  |  |
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| <b>Objective 1: District staff will promote and integrate nutrition education facts during District sponsored events throughout the school year.</b> |  |
| Action Steps   | Methods for Measuring Implementation   |
| Identify appropriate events at which nutrition education could be provided.  | Baseline or benchmark data points: <ul style="list-style-type: none"> <li>The events during the school year at which nutrition education was communicated or distributed.</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>Fliers to event attendees</li> <li>Sample mini lessons for staff to teach at an event</li> </ul> Obstacles: <ul style="list-style-type: none"> <li>The SHAC may not be aware of all District sponsored events</li> </ul> |

| <b>GOAL 3:</b> 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. |  |
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| <b>Objective 1: Effectively train pk-8 physical education teachers in nutrition education.</b>  |  |
| Action Steps  | Methods for Measuring Implementation   |
| All physical education teachers will receive training on the use and implementation of the CATCH curriculum.  | Baseline or benchmark data points: <ul style="list-style-type: none"> <li>Training, Lesson Plans</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>CATCH Curriculum</li> </ul> |
| <b>Objective 2: All physical education teachers in grades 9-12 will effectively deliver nutrition education to students</b>   |  |
| Action Steps  | Methods for Measuring Implementation   |
| All physical education teachers in grades 9-  | Baseline or benchmark data points:   |

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| 12 will receive professional development on the integration of identified nutrition education student expectations. | <ul style="list-style-type: none"> <li>• Training, Lesson Plans</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Identified objectives, Curriculum</li> </ul> |
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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:

- *Students in PK-5 receive 135 minutes of physical education each week and 30 minutes of recess daily.*
- *Students in grades 6-8 are required to enroll in four semesters of physical education or athletic courses and receive 15 minutes of recess daily.*
- *Students in grades 9-12 are required to complete one physical education credit prior to graduation.*

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.

| <p><b>GOAL1:</b> 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.</p> |  |
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| <p><b>Objective 1: Encourage students to participate in lifetime fitness activities outside of group sports.</b></p>   |  |
| Action Steps   | Methods for Measuring Implementation   |
| <p>Create a wall of fitness with photos of students engaging in walking, biking, hiking, swimming etc. on each elementary campus.</p>  | <p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• Fitness logs of activities engaged in</li> <li>• 15 min. score of good, 30 min. excellent, 45 min. exemplary</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Designated wall space at each elementary campus</li> <li>• Staff to collect data-consider using VOE students</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Photos</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Validity of self-reports</li> </ul> |
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**GOAL 2:** The District shall provide appropriate staff development and encourage teachers to integrate physical activity into the academic curriculum where appropriate.

**Objective 1: After receiving appropriate staff development District teachers who respond to a survey will report that physical activity breaks were regularly incorporated into their lessons.**

| Action Steps   | Methods for Measuring Implementation  |
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| Determine appropriate in-service days in which teachers will receive staff development related to the importance of physical activity. | <p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• Number of teachers who report integrating physical activity breaks on a regular basis.</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Creation and dissemination of a survey to District teachers</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Validity of self-reports.</li> </ul> |

**GOAL3:** The District shall make appropriate before school and after school physical activity programs available and shall encourage students to participate.

**Objective 1: Continue to implement the Ace program at all available campuses**

| Action Steps   | Methods for Measuring Implementation  |
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| Plan age appropriate activities for students to engage in physical exertion. | <p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• Number of students enrolled in Ace</li> <li>• Number of days enrolled students attend the Ace program</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Yearly report to SHAC from Ace Director</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• None</li> </ul> |

| <b>GOAL 4:</b> 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. |  |
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| <b>Objective 1: Encourage staff and students to participate in community fitness clubs and facilities.</b>  |  |
| Action Steps  | Methods for Measuring Implementation   |
| District Community Relations director will seek out low cost or discounted memberships with community fitness clubs to offer to employees and students  | <p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>List of fitness facilities who offered low cost or discounted memberships to employees and students</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Develop a survey to track how many employees utilized the offered facilities and how often</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>Validity of self-reports</li> </ul> |

| <b>GOAL5:</b> The District shall encourage parents to support their children’s participation, to be active role models, and to include physical activity in family events.         |  |
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| <b>Objective 1: Each Campus will offer at least one event annually during or outside of normal school hours that involves physical activity and includes parents and students.</b> |  |
| Action Steps   | Methods for Measuring Implementation   |
| <p>List of ideas to submit to campus administrators who do not already have such an event for their campus</p> <p>Assign campus staff to organize the event</p>                    | <p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>Self-reports of campus administrators about the events</li> <li>Participation rates from year to year</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Timeline and mechanism for the self-report about the events</li> <li>Informational material about the event to distribute to students and parents.</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>Staff time</li> <li>Participation rates may be low</li> </ul> |

**GOAL 6:** 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 by including a statement in at least one District or campus publication, by posting on the district website, or through the use of appropriate signs.**

| Action Steps  | Methods for Measuring Implementation   |
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| <p>Place on the districts website information and or erect signs at the sites regarding the availability of HS tennis courts, middle school track, 6<sup>th</sup> grade Center playground and Indoor facilities etc. that are available to the community after school hours.</p> <p>Evaluate appropriate lighting for evening use of facilities</p> | <p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>Documentation of publications, website postings and signs verifying that the information was communicated</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>A list of the types and locations of facilities that are available for use in the District.</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>Measuring how many people or groups use the facilities.</li> </ul> |

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 1:** The District shall allow sufficient time for students to eat meals in cafeteria facilities that are clean, safe, and comfortable.

**Objective 1: All campuses will build their master schedules to allow for at least ten minutes to eat breakfast and 20 minutes to eat lunch, from the time a student receives his or her meal and is seated.**

| Action Steps   | Methods for Measuring Implementation  |
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| <p>Evaluate Current mealtime allowances by campus.</p> <p>Work with campus administrators to adjust master schedules as necessary.</p> | <p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>The number of campuses that currently meet the standard compared to the previous school year.</li> </ul> |

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|  | <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Average time it takes for students to receive a meal and be seated</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>Master schedules take into account several issues, only one of which will be meal times.</li> </ul> |
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**GOAL 2:** The District shall promote wellness for students and their families at suitable District and campus activities.

**Objective 1: To increase awareness and participation in Drug Free Greenville events at all campuses and in the community.**

| Action Steps  | Methods for Measuring Implementation  |
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| <p>Publish Drug Free Greenville (DFG) Events on the district website and through campus flyers.</p> <p>District teachers to incorporate DFG events into lesson plans.</p> | <p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>Number of campuses hosting DFG events</li> <li>Number of students and families participating in each event</li> <li>Lesson Plans</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Reports from each campus of approximate attendance at each event.</li> <li>Survey of teachers who integrated DFG into their lesson plans</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>Difficult to count number of attendees at the events</li> <li>Low # surveys returned</li> </ul> |

**GOAL 3:** The District shall promote employee wellness activities and involvement at suitable District and campus activities.

**Objective 1: The district will encourage employee wellness by providing health and wellness events during the school day and on in-service days for employees.**

| Action Steps   | Methods for Measuring Implementation   |
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| <p>Hold yearly Flu shot clinic , Mammography Screening and Employee Wellness Fair in</p> | <p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>Data collection of number of employ-</li> </ul> |

| <p>collaboration with Hunt Regional Occupational Health.</p>   | <p>ees participating and number identified with abnormal health screening results</p> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Designated areas on each campus/site to provide service</li> <li>• Staff person to coordinate scheduling and notification</li> <li>• Flyers/emails</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Cost if no insurance</li> <li>• Decreasing no. of participants for those identified in past years and now under doctors care</li> </ul>  |
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| <p><b>Objective 2: The District will utilize its health insurance provider to encourage wellness by communicating the preventative services covered at 100 percent during each open enrollment period.</b></p>     |   |
| <p><b>Action Steps</b></p>   | <p><b>Methods for Measuring Implementation</b></p>  |
| <p>Work with the District's health insurance provider to determine what services are covered at 100 percent.</p> <p>Develop materials and identify methods to share information about services with employees.</p> | <p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• Documentation of when and how information was shared with employees.</li> <li>• General reports from health insurance provider showing use of services.</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• A list of preventative services covered at 100 percent.</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Coverage is subject to change</li> <li>• Participation rates of those who are willing to self-report may be low.</li> </ul> |