

## Example completed wellness plan

### STUDENT WELFARE WELLNESS AND HEALTH SERVICES

FFA  
(REGULATION)

#### 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]

#### 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. 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.

#### 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 federal programs director 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

In accordance with law, the District will periodically measure and make available to the public an assessment on 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. Absent federal regulations to

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the contrary, the District commits to the evaluation activities described below.

At least annually, the SHAC will prepare a report on the wellness policy and this plan by gathering information from each principal and appropriate District administrators. The SHAC will assess the District's and each campus's progress toward meeting the goals of the policy and plan by reviewing District- and campus-level activities and events tied to the wellness program.

The SHAC may use any of the following tools for that analysis:

- Relevant portions of the WellSAT 2.0 ([www.wellsat.org](http://www.wellsat.org))
- 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 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 [FFA(LOCAL)];
2. A copy of this wellness plan, with dated revisions;
3. Notice of any Board revisions to policy FFA(LOCAL);
4. Notice of any SHAC meeting at which the wellness policy or corresponding documents are scheduled to be discussed;
5. The SHAC's annual report on the District's wellness policy and plan; 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. You may contact the District's technology director, the District's designated records management officer, with questions.

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).

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### NUTRITION GUIDELINES

All District campuses participate in the United States 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 made available on each campus that are consistent with the federal standards and that promote student health and reduce childhood obesity.

The District's nutrition guidelines are to ensure all foods and beverages sold, otherwise made available, 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 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>

### 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 for the 2016–17 school year:

Campus or Organization	Food/Beverage	Number of Days
Starbright Elementary	Chocolate bars	2 days
Sunlight Middle	Bake sale	1 day
Comet High Dance Team and Band	Candy tins	4 days

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FOODS MADE  
AVAILABLE

There are currently no federal requirements for foods or beverages made available to students during the school day. 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 during the school day: 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.

In accordance with FFA(LOCAL), the District has established the following goals 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 increase participation in federal child nutrition programs by two percent by the end of each school year.

Action Steps	Methods for Measuring Implementation
Distribute flier regarding school food programs within first two weeks of the school year; send a follow-up letter within first two weeks of second semester.	Baseline or benchmark data points: <ul style="list-style-type: none"> <li>• Participation rates in federal child nutrition programs at beginning, middle, and end of school year</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>• Development of fliers and follow-up letters</li> </ul>

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	<ul style="list-style-type: none"> <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 perceptions of school meals</li> <li>Parents choosing not to disclose information related to income or family information to determine eligibility for free or reduced-price meals</li> </ul>
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**Objective 2: By May of each school year, score at least at the bronze level on the Smarter Lunchroom scorecard ([www.smarterlunchrooms.org/resource/lunchroom-self-assessment-score-card](http://www.smarterlunchrooms.org/resource/lunchroom-self-assessment-score-card)) at each campus.**

Action Steps	Methods for Measuring Implementation
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>

**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 research opportunities to offer supplemental food and nutrition programs and will regularly inform families and the community regarding any programs offered by the District.**

Action Steps	Methods for Measuring Implementation
Research food access programs available in the community with which the District	Baseline or benchmark data points:

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<p>could partner (food pantry programs supported by a local area food bank, backpack programs, summer meal programs, etc.).</p>	<ul style="list-style-type: none"> <li>• Number of supplemental programs the District currently offers or promotes</li> <li>• The types of food access programs identified and ways the information was communicated to families and the community</li> </ul> <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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**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: One-hundred percent of the exterior displays on vending machines available for student use during the school day will be Smart Snacks compliant.**

Action Steps	Methods for Measuring Implementation
<p>Assign a District administrator to communicate this expectation to all campus principals.</p> <p>Identify vending machines that require adjustments to exterior displays.</p> <p>Work with vendors to provide alternative exterior displays.</p> <p>Document whether the 100 percent objective was met.</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 Snacks compliant at the beginning and end of the school year</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Alternative exterior displays</li> </ul> <p>Obstacles:</p> <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>

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 essential knowledge and skills related to nutrition and health and the SPARK program, a program approved by the Texas Education Agency, in the District's physical education, health education, and science courses.

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

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<p><b>GOAL:</b> The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors.</p>	
<p><b>Objective 1: At least 70 percent of high school students in each four-year cohort will complete one-half credit of health education as an elective.</b></p>	
Action Steps	Methods for Measuring Implementation
<p>Inform high school counselors that health education should be considered a default elective in the development of four-year graduation plans for most students.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>Percentage of each four-year cohort who successfully complete health as an elective</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Certified staff to teach the course</li> <li>Four-year plans to accommodate health as an elective</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>Students may not have room in their schedules for health as an elective</li> </ul>
<p><b>Objective 2: At least 90 percent of students enrolled in physical education courses throughout the District will achieve at least a semester grade average of 80 on a scale of 100.</b></p>	
Action Steps	Methods for Measuring Implementation
<p>Create a formula and action plan to obtain the semester grade averages of students enrolled in physical education.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>Average semester grades at the end of the first and second semesters for all District students enrolled in physical education</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Support from central administration to obtain grade averages</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>Nutrition education is only a part of the essential knowledge and skills for physical education courses</li> </ul>



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<p><b>GOAL:</b> The District shall make nutrition education a District-wide priority and shall integrate nutrition education into other areas of the curriculum, as appropriate.</p>	
<p><b>Objective 1: District staff will promote and integrate nutrition education facts during at least five District-sponsored events in a school year.</b></p>	
Action Steps	Methods for Measuring Implementation
<p>Identify appropriate events at which nutrition education could be promoted.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>The number of events during the school year at which nutrition education was either communicated or distributed</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>A flier to distribute to event attendees</li> <li>Sample mini-lessons for staff to teach at an event</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>The SHAC may not be aware of all District-sponsored events</li> </ul>
<p><b>Objective 2: One-hundred percent of students will have access to drinking water at all times during the school day.</b></p>	
Action Steps	Methods for Measuring Implementation
<p>Include in enrollment and registration materials that students are permitted to carry personally owned water bottles at all times.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>Documentation from the school nutrition department that water was available during meal periods, as required by federal standards, and that students were informed of water bottle policy</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Easily accessible water fountains</li> <li>Water bottles for students who do not have their own</li> <li>Guidance/signs on any locations where water bottles may not be permitted</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>For students who do not have water containers, teachers will need to develop procedures regarding when a</li> </ul>

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	student would be permitted to get water from a fountain
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**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: Each campus advisory committee will determine appropriate annual professional development for staff responsible for nutrition education.**

Action Steps	Methods for Measuring Implementation
At the first campus advisory committee meeting of the school year, each committee must determine the staff involved in the nutrition education program and the appropriate professional development opportunities for those staff to attend.	Baseline or benchmark data points: <ul style="list-style-type: none"> <li>Minutes of the campus advisory committee meeting to determine compliance with the objective</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>Approved release-time for staff who need to attend professional development, if necessary</li> </ul> Obstacles: <ul style="list-style-type: none"> <li>Nutrition education is one piece of a full array of required professional development</li> </ul>

**Objective 2: All child nutrition job descriptions will be updated to require at least the minimum qualifications as required by federal law.**

Action Steps	Methods for Measuring Implementation
Request all principals to review and update current job descriptions for child nutrition positions.	Baseline or benchmark data points: <ul style="list-style-type: none"> <li>The number of job descriptions that were revised during the school year</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>The current minimum qualifications of child nutrition staff</li> </ul> Obstacles: <ul style="list-style-type: none"> <li>Sharing of job descriptions</li> </ul>

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]

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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 goals for physical activity.

<p><b>GOAL:</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>	
<p><b>Objective 1: Consistently employ crossing guards at 100 percent of the District-identified areas where students can be encouraged to safely walk or bike to school.</b></p>	
<p><b>Action Steps</b></p>	<p><b>Methods for Measuring Implementation</b></p>
<p>Identify the number of crossing guards currently employed by the District and the locations at which they are stationed. Evaluate where additional crossing guards are needed. Make recommendations to hire additional crossing guards.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• The locations and number of crossing guards employed compared to the previous school year</li> <li>• Survey results showing whether the number of students walking or biking to school increased from the previous year</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Job descriptions / Approval to hire needed positions</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Response rate of job postings</li> </ul>
<p><b>Objective 2: At least 60 percent of campuses will have secure storage facilities for bicycles and helmets to encourage biking to school.</b></p>	
<p><b>Action Steps</b></p>	<p><b>Methods for Measuring Implementation</b></p>
<p>Determine campuses that do not have such access and storage. Install necessary bike racks and helmet storage facilities.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• The number of campuses meeting this objective compared to the previous school year</li> </ul>

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	<p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Equipment and products that allow for secure storage</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• May result in a substantial cost or facility renovations, which would trigger additional steps for approval</li> </ul>
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**GOAL:** 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, at least 60 percent of 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
Determine appropriate in-service days in which teachers will receive staff development related to the importance of physical activity breaks.	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• Percentage of teachers who report integrating physical activity breaks on a regular basis compared to the previous school year</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Creation and dissemination of a survey to District teachers</li> <li>• Time for training during in-service days</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Validity of self-reports</li> </ul>

**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
Identify any campuses currently offering such programs and have staff from those campuses share information at a District-wide staff event.	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• Number and type of programs offered compared to the previous school year</li> <li>• Student participation rates in the program from year to year</li> </ul>

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<p>Assign a campus administrator to implement the program.</p>	<p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Support from campus administrators and employees to provide supervision for these programs</li> <li>• Educational materials to explain the program to students and parents</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Staffing</li> </ul>
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<p><b>GOAL:</b> The District shall make appropriate training and other activities available to District employees in order to promote enjoyable, life-long physical activity for District employees and students.</p>	
<p><b>Objective 1: The District will offer a free or low-cost health assessment to employees at least once per year.</b></p>	
<p><b>Action Steps</b></p>	<p><b>Methods for Measuring Implementation</b></p>
<p>Seek out providers for this service on behalf of the District. Contract with an entity to provide the service.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• The number of employees who participated compared to the previous school year</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• District publications and correspondence to advertise the service</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Participation rates may be minimal if the service is only provided at one location rather than at the worksite of an employee</li> </ul>

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<p><b>GOAL:</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.</p>	
<p><b>Objective 1: Each campus will offer at least one event annually either during or outside of normal school hours that involves physical activity and includes both parents and students in the event.</b></p>	
Action Steps	Methods for Measuring Implementation
<p>Develop a list of ideas to submit to campus administrators to meet this objective. Assign a campus administrator 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>• Dissemination of a list to send to campus administrators</li> <li>• Timeline and mechanism for the self-report about the events</li> <li>• Informational materials 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>

<p><b>GOAL:</b> 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 for use outside of the school day.</p>	
<p><b>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 information on the District or campus website, or through the use of appropriate signs.</b></p>	
Action Steps	Methods for Measuring Implementation
<p>Create sample wording to be used in a publication or on a website. Create wording for a sign that could be posted at certain facilities. 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>

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	<p>Obstacles:</p> <ul style="list-style-type: none"> <li>Measuring how many people use the facilities</li> </ul>
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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><b>GOAL:</b> The District shall allow sufficient time for students to eat meals in cafeteria facilities that are clean, safe, and comfortable.</p>	
<p><b>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.</b></p>	
Action Steps	Methods for Measuring Implementation
<p>Evaluate current meal time 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> <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>

<p><b>GOAL:</b> The District shall promote wellness for students and their families at suitable District and campus activities.</p>	
<p><b>Objective 1: At each athletic event sponsored by the District at which food and beverages are sold, each concession vendor will offer at least one food and beverage that meets the Smart Snacks standards.</b></p>	
Action Steps	Methods for Measuring Implementation
<p>Communicate this objective with appropriate organizations and booster clubs responsible</p>	<p>Baseline or benchmark data points:</p>

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<p>for concession sales in the District. Require concession vendors to provide a list of their concession items in advance of events.</p>	<ul style="list-style-type: none"> <li>Self-reports by administration whether this standard was met consistently during the year on the campus</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>A list of Smart Snacks compliant foods and beverages to distribute to organizations and booster clubs that are responsible for concession sales</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>Difficult to actively and accurately measure</li> </ul>
<p><b>Objective 2: All classroom or campus celebrations will include at least one item that is Smart Snacks compliant.</b></p>	
<p><b>Action Steps</b></p>	<p><b>Methods for Measuring Implementation</b></p>
<p>Create a list of Smart Snacks compliant foods and beverages to be distributed to parents who have agreed to bring foods and beverages for a classroom or campus celebration.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>The number of celebrations approved on each campus and whether the celebrations met this objective</li> <li>Self-report by the principal and teachers that parents were given the list of approved foods and beverages and that at least one Smart Snacks compliant food or beverage was served at each celebration</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>A list of Smart Snacks compliant foods and beverages</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>Validity of self-reporting</li> </ul>



**Example completed wellness plan**

STUDENT WELFARE  
WELLNESS AND HEALTH SERVICES

FFA  
(REGULATION)

<p><b>GOAL:</b> The District shall promote employee wellness activities and involvement at suitable District and campus activities.</p>	
<p><b>Objective 1: The District will prioritize employee wellness by allowing an employee to be excused from designated staff development activities if the employee submits documentation of completed physical activity.</b></p>	
<p><b>Action Steps</b></p>	<p><b>Methods for Measuring Implementation</b></p>
<p>Determine the activities for which staff may be excused and how much activity is required to be eligible.</p> <p>Develop materials to explain the program to employees.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• The number of employees who utilized this benefit</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Cooperation of principals</li> <li>• Creation of forms to request an exemption and document completion of physical activity</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• May be difficult to find times from which excusal from staff development is acceptable</li> </ul>
<p><b>Objective 2: The District will utilize its health insurance provider to encourage wellness by communicating the preventive 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 preventive 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>