

# Columbus ISD

## Wellness Plan

2017-2018



### **School Health Advisory Committee Members**

Michelle Eden – Parent

Ariel Ibarra – Parent

Hannah Krebs – Colorado County Extension Agent

Julie Leopold – CES Health/Physical Education Teacher

Deborah Loessin – District Nurse

Amy Mikulin – CJHS Health Teacher

Tracy Orsak – Parent

Rachel Post – Parent

Kim Sodek – Colorado Co. Texas Department of Health Nurse

Charlotte Tilotta – Community Representative

April Usher – Parent

Laura Weido – Parent

Kim Wolbrecht – Parent

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: <ol style="list-style-type: none"><li data-bbox="609 947 1406 1045">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="609 1083 1419 1283">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 the invitation to contact the person if the reader is interested in participating in the development, implementation, and evaluation of the wellness policy and plan.</li></ol>
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. <p>The Superintendent or designee 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	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.”

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

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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:

- Implementation information reported by each campus
- Student, parent, and /or community surveys
- Locally developed criteria

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. Notice of any SHAC meeting at which the wellness policy or corresponding documents are scheduled to be discussed;
5. The SHAC’s triennial assessment; and
6. Any other relevant information.

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

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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’s secretary, the District’s designated records management officer.

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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 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 for reimbursable school meals and all other foods and beverages sold or marketed to students during the school shall be designed to promote student health and reduce childhood obesity and shall be at least as restrictive as federal regulations and guidance, except when the District allows an exemption for fundraising activities as authorized by state and federal rules.

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>

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)]

Exempt food cannot be sold during meal periods or where reimbursable meals are prepared or served. At the beginning of the school year, each campus principal must turn in to the Superintendent the dates on which the principal has authorized the sale of non-Smart Snack approved foods on his or her campus.

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)]

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 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 increase percentage participation in federal child nutrition programs by the end of each school year.**

Action Steps	Methods for Measuring Implementation
Distribute information to parent on the first day (or upon enrollment) regarding the school food program.	Baseline or benchmark data points: <ul style="list-style-type: none"> <li>• Previous years participation numbers</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>• Parent information placed in enrollment packets</li> </ul>

	<p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Information does not always reach the parent</li> <li>• Parents do not always read information given to them</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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**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: Consistently post in an easily accessible location on the District or each campus websites the monthly school breakfast and lunch menus, along with nutritional information.**

Action Steps	Methods for Measuring Implementation
<p>Work with the District nutrition director 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>

<b>Objective 2: The District will research opportunities to offer supplement food and nutrition programs and will regularly inform families and the community regarding any programs offered by the District.</b>	
<b>Action Steps</b>	<b>Methods for Measuring Implementation</b>
<p>Research food access programs available in the community with which the District could partner (local, programs, backpack programs, summer meal programs, etc).</p>	<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> <li>• The types of food access programs identified and ways the information was communicated to families and the community</li> </ul> <p>Resource 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>

<b>GOAL:</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.	
<b>Objective 1: All exterior displays on vending machines available for student use during the school will be Smart Snacks compliant.</b>	
<b>Action Steps</b>	<b>Methods for Measuring Implementation</b>
<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>Document whether the objective was met.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• As reported by campus principals, the number 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</li> </ul>

	<p>and whether any advertisements are accessible to students during the day</p> <ul style="list-style-type: none"> <li>Existing contractual provisions in vendor contracts</li> </ul>
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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]

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

<b>GOAL:</b> The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors.	
<b>Objective 1: At least 70 percent of district students will complete one-half credit of health education before high school graduation.</b>	
<b>Action Steps</b>	<b>Methods for Measuring Implementation</b>
Ensure that the District requires health education courses as mandatory or elective.	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>Percentage of district students who successfully complete health education by time of high school graduation</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Certified staff to teach the course</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>Transfer students may enter after course was offered at lower grade levels</li> </ul>
<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>	
<b>Action Steps</b>	<b>Methods for Measuring Implementation</b>
Create a formula and action plan to obtain the semester grade averages of students enrolled in physical education.	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>Average semester grades for all District students enrolled in physical education at years end</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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**GOAL:** The District shall make nutrition education a District-wide priority and shall integrate nutrition education into other areas of the curriculum, as appropriate.

**Objective 1: Teachers will integrate nutrition education with content TEKS as appropriate throughout the school year**

Action Steps	Methods for Measuring Implementation
As part of regular instructional planning, teachers will look for opportunities to incorporate information, discussion, and examples of good nutrition.	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>Mid-year and end-of-year report of wellness activities</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Lesson plans</li> <li>TEKS resource system</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>The enforcement of nutritional education on each campus</li> </ul>

**Objective 2: One-hundred percent of students will have access to drinking water at all times during the school day**

Action Steps	Methods for Measuring Implementation
Include in enrollment and registration materials that students are permitted to carry personally owned water bottles at all times.	<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>Guidance/signs on any location 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 student would be permitted to get water from a fountain</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:

- The District will meet the required physical activity in elementary school grades by providing at least 30 minutes per day of recess, weather permitting. The District will offer physical education classes for Kindergarten through 5<sup>th</sup> grade students totaling a minimum of 135 minutes a week.
- Columbus ISD Physical Education students at Columbus Junior High and Columbus High School average 250 minutes a week in their physical education class.

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>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: Each primary campus will have a secure storage location for bicycles to encourage biking to school.</b></p>	
Action Steps	Methods for Measuring Implementation
<p>Determine campuses that do not have such access and storage. Install necessary bike racks.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>Review campuses meeting this objective currently</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Equipment and locations that all for secure storage</li> </ul>

	<p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Cost and installations</li> </ul>
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<p><b>GOAL:</b> The District shall provide appropriate staff development and encourage teachers to integrate physical activity into the academic curriculum where appropriate.</p>	
<p><b>Objective 1: Campus administrators will facilitate opportunities for teachers to gain knowledge in integrating physical activity into academic curriculum.</b></p>	
Action Steps	Methods for Measuring Implementation
<p>Campus administrators will ensure opportunities for teachers to share ideas and strategies for integrating physical activity into academic curriculum.</p> <p>Campus administrator will monitor follow-through with integration through teacher lesson plans or documentation of integrated physical activity.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• On-going review of lesson plans and/or integrated physical activity documentation compared to previous year</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Time for collaboration during in-service days and/or planning periods</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Validity of self-reports and lesson plans</li> </ul>

<p><b>GOAL:</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.</p>	
<p><b>Objective 1: The District will periodically offer free exercise and wellness activities to employees.</b></p>	
Action Steps	Methods for Measuring Implementation
<p>Seek out providers for this benefit on behalf of the District</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• The number of employees who participate from year to year</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• District notification to advertise events</li> <li>• Staff to plan activities</li> <li>• Facility use</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Potential participation rates may be low due to time or location of activity</li> </ul>

<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.	
<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>	
Action Steps	Methods for Measuring Implementation
Campus administrators shall compile a list of ideas to meet this objective and organize events accordingly.	<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>• Process to compile list of possible event ideas</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>• Participation rates may be low</li> </ul>

<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 outside the school day.	
<b>Objective 1: Inform the community of the facilities that are available to 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>	
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.</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> <li>• Staff to publicize available facilities</li> </ul>

	<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 10 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. Work with campus administrator 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>

<b>GOAL:</b> The District shall promote wellness for students and their families at suitable District and campus activities.	
<b>Objective 1: Help provide opportunities for students to be involved in physical activities outside of school.</b>	
Action Steps	Methods for Measuring Implementation
Coordinate with various local youth activity groups to help students enroll in after school activities	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>Number of students enrolled in each activity</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Staff to issue promotional information from groups</li> <li>Provide facilities for promotional and/or enrollment events</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>Communication and coordination with groups</li> </ul>

<b>GOAL:</b> The District shall promote employee wellness activities and involvement at suitable District and campus activities.	
<b>Objective 1: Provide facilities for staff to participate in exercise or wellness activities after work hours.</b>	
Action Steps	Methods for Measuring Implementation
Allow the track or school buildings to be used for walking/jogging activities and the weight room or other facilities to be used by staff when possible.	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>Number of physically active staff</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Coordination between individual workouts and scheduled student activities</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>Faculty conflicts</li> </ul>