



**Albany Independent School District
Local School Wellness Plan
2023-2024**

**Board Review
04/15/2024**

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Preamble

Albany ISD (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance. ^{15,16,17}

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

The wellness plan outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this plan establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active either before, during and/or after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This wellness plan applies to all students, staff and schools in the District. Specific goals and outcomes are identified within each section.

I. School Wellness Committee

Federal law requires that certain stakeholders be involved in the development, implementation, and periodic review and update of the wellness policy. The School Health Advisory Council (SHAC) will work on behalf of the District to review and consider evidence-based strategies and techniques to develop and implement nutrition guidelines and wellness goals required by federal law.

Committee Role and Membership

The District will convene a representative Student Health Advisory Council (SHAC) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district- level wellness policy (Local Wellness Plan, or LWP).

The SHAC will solicit involvement and input from parents, students, the District's food service provider, physical education teachers, school health professionals, Board members, administrators, and members of the public 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 or on the District website 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; Open SHAC Member Recruitment process.

SHAC membership will represent all school levels (elementary, middle and high schools) and include (to the extent possible) representatives from each school building and reflect the diversity of the community.

Responsibility for Implementation and Leadership

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

The District Superintendent will convene or designate a member of the SHAC to facilitate development and overall implementation of FFA (LOCAL), including development of this wellness plan and any other appropriate administrative procedures, and for ensuring that each campus complies with the policy and plan.

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this local wellness policy. The plan delineates roles, responsibilities, actions and timelines; and includes information about where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. Various resources such as <https://www.healthiergeneration.org/take-action/schools> and/or <http://www.wellsat.org/> may be utilized with campuses to complete a school-level assessment based on the Centers for Disease Control and Prevention's (CDC) School Health Index (SHI), create an action plan that fosters implementation and generate an annual progress report.

The Local Wellness Policy and this supporting Plan are available at www.albanyisd.net

Recordkeeping

The District will retain records to document compliance with the requirements of the FFA (LOCAL) at the Administration Building, 501 E. S. 1st Street Albany, Texas. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy.
- Documentation demonstrating that the LWP has been made available to the public.
- Documentation of efforts to review and update the LWP; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the SHAC.
- Documentation to demonstrate compliance with the annual public notification requirements.;
- Documentation demonstrating the most recent data on the ongoing needs assessment(s).

Records regarding the District's wellness policy will be retained in accordance with law and the District's records management program. Questions may be directed to the Director of Human Resources, the District's designated records management officer [See CPC (LOCAL)].

Annual Public Notification of Policy

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

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-adopted revisions to FFA(LOCAL);
4. The name, position, and contact information of the District official responsible for oversight and implementation of the wellness policy and wellness plan;
5. Notice of any SHAC meeting at which the wellness policy or implementation documents are scheduled for discussion;
6. The SHAC's triennial assessment; and
7. Any other relevant information.

Policy and Plan Evaluation - Triennial Progress Assessments

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. This "triennial assessment" will evaluate the extent to which each campus is compliant with the wellness policy, the progress made in attaining the goals of the wellness policy, and the extent to which the wellness policy and plan compare with any state- or federally designated model policies. The SHAC will consider evidence-based strategies when setting and evaluating goals and measurable outcomes.

Revisions and Updating the Policy

The SHAC will update or modify the wellness policy based on the results of the annual progress report and the triennial assessments, and/or as community needs change and goals are met. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Disclaimer: This information is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matter. This information is neither an exhaustive treatment on the subject nor intended to substitute for the advice of an attorney or other professional adviser. Consult with your attorney or professional adviser to apply these principles to specific situations.

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the LWP. The District will actively communicate ways in which representatives of SHAC and others can participate in the development, implementation and periodic review and update of the LWP through a variety of appropriate means. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic

mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the LWP, as well as how to get involved and support the LWP. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of reviewing any annual or triennial reports.

III. Nutrition Guidelines

Federal law requires that the District establish goals for nutrition promotion in its wellness policy. All District campuses participate in the U.S. Department of Agriculture's (USDA's) child nutrition programs, the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and any supplemental food and nutrition programs offered by the District. Additionally, for compliance with federal law, the District has established nutrition guidelines to ensure that all foods and beverages sold or marketed to students during the school day on each campus adhere to all federal regulations and guidance and are designed to promote student health and reduce childhood obesity.

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams of *trans*-fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. The District will ensure that any food and beverage advertisements marketed to students during the school day meet the Smart Snacks standards.

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 make recommendations when replacements or new contracts are considered.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the <https://professionalstandards.fns.usda.gov/> These school nutrition personnel will refer to <https://www.fns.usda.gov/tn/guide-professional-standards-school-nutrition-programs> for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* (“school campus” and “school day” are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The District will comply with the federal requirements for reimbursable meals. For other foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages), the District will comply with the federal requirements for competitive foods. Competitive foods and beverages are not part of the regular meal plan. To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts. For purposes of this plan, these requirements will be referred to as “Smart Snacks” standards or requirements. All competitive foods and beverages will meet or exceed the USDA Smart Snacks nutrition standards at a minimum and will apply in all locations and through all services where foods and beverages are sold.

Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <https://www.fns.usda.gov/cn/tools-schools-focusing-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at <https://www.healthiergeneration.org/our-work/business-sector-engagement/improving-access-to-address-health-equity/smart-food-planner>.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#).
2. Classroom snacks brought by parents. The District may offer to parents a list of foods that meet nutrition standard’s [https://foodandhealth.com/usda-school-snack-guide/nutrition standards](https://foodandhealth.com/usda-school-snack-guide/nutrition-standards).
3. Rewards and incentives. The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior [*Meets Healthy Schools Program Silver-level criteria*].

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(LLEGAL)].

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas [*examples from the [Alliance for a Healthier Generation](#)*]. Exceptions to fundraisers are based on State rules adopted by the Texas Department of Agriculture (TDA) allowing an exemption to the Smart Snack 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 not allow exempted fundraisers. All fundraisers will include nonfood items, foods that meet the Smart Snacks standards, or foods that are not intended to be consumed at school.

Nutrition Promotion and Education

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

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 component addressing nutrition services and health education at the elementary and middle school levels [See EHAA].

Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using <https://healthy-food-choices-in-schools.extension.org/online-resources-for-smarter-lunchrooms-and-smarter-mealtimes-at-smarterlunchrooms-org/>.
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <https://www.fns.usda.gov/tn/meal-pattern-training-slides-cacfp>.

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans-fat*
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The [Dietary Guidelines for Americans](#).
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthier.
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.¹⁵ This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance with the marketing policy).
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District and/or appropriate representatives review existing and consider new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the LWP.

Measuring Compliance with Nutrition Guidelines

The District will measure compliance with the nutrition guidelines by reviewing meal reimbursement submissions from the child nutrition department to TDA, reviewing foods and beverages that are sold in competition with 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.

IMPLEMENTING GOALS FOR NUTRITION PROMOTION and EDUCATION

GOAL 1: The District’s food service staff, teachers, and other District personnel shall consistently promote healthy nutrition messages in cafeterias, classrooms, and other appropriate settings.

Objective 1: Calendar of Dietary Guidelines Exemption Days.

Action Steps: Update and distribute calendar to campus administrators for compliance and monitoring of allowable “free” days with staff and parents.

Calendar link posted in School wellness flyer using social media.

School and Community Stakeholders: Campus staff and families.

Resources Needed: Electronic calendar, campus/district postings.

Measures of Success: Access and availability of postings for all **stakeholders measured by web link hits.**

Objective 2: District Fundraising Guidelines and Training Efforts.

Action Steps: District CFO/Business Manager will provide training to campus staff about allowable items and expenses based on federal guidelines.

School and Community Stakeholders: Campus staff.

Resources Needed: None.

Measures of Success: Sign-In Sheets for training verification. Non-compliance report by campus principal.

GOAL 2: 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: Early and routine information will be provided to families via Head Start and primary level elementary programming.

Action Steps: Literature sent to families; Guest Speakers for parent meetings, student sessions.

Link to literature in School wellness flyer using social media.

School and Community Stakeholders: Head Start Staff and Parents; Classroom Teachers, Community members.

Resources Needed: Handouts, Community Agency Contacts, Region 14 ESC specialist.

Measures of Success: Monthly meetings and printed resources (including online newsletters).

Access and availability of postings for all stakeholders measured by web link hits. Copies of agendas and sign in sheets.

GOAL 3: The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors and shall integrate nutrition education into other areas of the curriculum, as appropriate.

Objective 1: Nutrition Curriculum (Head Start Program, Health classes and other specific courses related to nutrition) **Examples: 5-2-1-0=8 or Choose My Plate.**

Action Steps: Review of curriculum and relevant materials provided to students.

School and Community Stakeholders: Teachers, Parents, Students and other Campus staff.

Resources Needed: TEKS and district guidelines for curriculum.

Measures of Success: Student participation and success with curriculum content. **Increases in students’ healthy habits shown in student health survey.**

IV. Physical Activity

Federal law requires that the District establish goals for physical activity in its wellness policy. In accordance with state law, the District will implement a coordinated health program with physical education and physical activity components. The District will offer at least the required amount of physical activity for all grades [see BDF, EHAA, EHAB, and EHAC] as mandated by Education Code 28.002(l)(l-1).

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection).

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

- Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces will be open to students, their families, and the community outside of school.
- The District will work with schools to ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All **elementary students** in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.

All **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

The District's physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Fitness Gram](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease.
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on all or most days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure

proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through <https://www.actionforhealthykids.org/activity/classroom-physical-activity-breaks/> Active Academics.

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods based on age and grade level appropriateness (i.e., developmental readiness, curriculum, and program availability). The District will encourage these students to be physically active before and after school by: encouraging participation in interscholastic sports, extracurricular activities such as band, and summer activities and sports.

IMPLEMENTING GOALS FOR PHYSICAL ACTIVITY

GOAL 1: The District shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports.

Objective 1: Organized and free-choice activities and equipment will be available to students during physical activity break periods.

Action Steps: Ensure all campuses have necessary equipment and items to support fitness for students, including those not in sports or PE courses.

School and Community Stakeholders: Campus administrators, teachers and students.

Resources Needed: Funding availability for equipment will be available through various means to include General Funds, special grants or donations.

Measures of Success: School input on needs, availability of supplies and equipment and usage information will be collected as part of Annual Review and school data collection.

GOAL 2: The District shall make appropriate before-school and after-school physical activity programs available and shall encourage students to participate.

Objective 1: Campus based schedules will allow for the supervision of before and after school activities such as sports opportunities, practices, training or other relevant opportunities.

Action Steps: Schedules will be developed and communicated to parents on available activity programs for students and incorporated into the school daily schedule and calendars. **Students will be surveyed to look for other opportunities for their participation.**

School and Community Stakeholders: Campus administrators, teachers, coaches, students and parents.

Resources Needed: Campus based decision making/needs assessment data and master scheduling.

Measures of Success: Review of student participation and feedback from parents as part of campus review and decision making processes. **Student counts per activity will be used to determine effectiveness.**

GOAL 3: 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: Resources that are available to families and staff will be communicated through various methods and at recurring times throughout the year.

Action Steps: Include resources for district and community facility opportunities at open houses, back to school events, fall/spring community events and other district communications.

School and Community Stakeholders: District personnel, Community agencies, Staff and Families.

Resources Needed: Flyers, electronic communications and school and/or community representatives. **QR code at facilities for community sign in.**

Measures of Success: Survey and results specific to this goal will be obtained at the end of the year.

V. Other Activities that Promote Student Wellness

Federal law requires that the District establish goals for other school-based activities in its wellness policy to promote student wellness, create an environment that encourages healthful eating and physical activity and promote a consistent wellness message.

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in science, with consultation provided by either the school or the District's curriculum experts.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will attempt to develop relationships with community partners (e.g., clinics, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this LWP's implementation. Existing and/or new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The SHAC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff.

The District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion

programs and will support programs for staff members on healthy/weight management that are accessible and free or low-cost- Other healthy initiatives and programs may be provided.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Implementing Goals for Other School-Based Activities

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

Objective 1: Campus master schedules will include time for morning and noon meal services and delivery options.

Action Steps: Consult with District Food Services Director/Manager to ensure adequate times are allotted for both preparation and meal delivery for students.

School and Community Stakeholders: Food Services personnel, campus administrators, Parents and Students.

Resources Needed: Federal and State guidelines for meal distribution, facility specifications and campus scheduling.

Measures of Success: Review of student totals who are served meals (morning and/or noon) and feedback from students and parents on district surveys. **Health Department and custodial department inspections.**

GOAL 2: The District shall promote wellness for students and their families at suitable District and campus activities.

Objective 1: Organize and promote opportunities for wellness, both in and out of school

Action Steps: Coordinate programs with Shackelford County Health Clinic and other organizations.

School and Community Stakeholders: District and campus personnel, Community agencies and Families.

Resources Needed: Compilation and communication of available activities, specialized agency support and training.

Measures of Success: Review of feedback on parent and student surveys, participation rates.

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

Objective 1: Continue and create options for employees to engage in health and wellness opportunities provided by the District or in collaboration with outside community agencies.

Action Steps: Blood chemistry, flu shots, district funded employee insurance, local dental/health provider resources, schedule training with Shackelford County Health Clinic for health focused topics.

School and Community Stakeholders: District personnel and community agency professionals.

Resources Needed: In-district sites for programs and training.

Measures of Success: Participation rates and feedback from district personnel.

NOTE: *The 2023-2024 school year will include baseline data gathering for the implementation of the updated AISD Wellness Policy and all related Goals and Objectives established by the Local Wellness Plan.*

Glossary

Extended School Day – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

LWP – the Local Wellness Plan document.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

SHAC – School Health Advisory Committee.

Triennial – recurring every three years.

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NOTE: Information has been researched from a variety of sources, including the Texas Association of School Boards, Inc., and multiple on-line state and federal agencies. This document contains embedded links for sourcing information.

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