

# ALDINE INDEPENDENT SCHOOL DISTRICT

## WELLNESS PLAN



**ALDINE**  
Independent School District

# **Local Wellness Policy**

The Healthy, Hunger-Free Kids Act of 2010 established final rule regarding Local Wellness Policies for all school districts that participate in the National School Lunch and School Breakfast Programs.

The intent is to meet expanded requirements that strengthen the ability of a school district to create a school nutrition environment that promotes student health, well-being and ability to learn.

## **Local Wellness Plan**

The School Health Advisory Council (SHAC) is responsible for developing a Local Wellness Plan to implement the Local Wellness Policy. The SHAC must review and revise the plan on a regular basis and recommend revisions to the wellness policy when necessary.

Each campus must implement all applicable areas of the Local Wellness Plan and document requirements through an annual scorecard.

The Local Wellness Policy, Local Wellness Plan, Wellness Plan Scorecard, and required documentation must be kept in a binder accessible for review.

# ALDINE ISD LOCAL WELLNESS PLAN

## Nutrition Guidelines

- All foods and beverages sold, otherwise made available, or marketed to students during the school day will promote student health and strive to help reduce childhood obesity.

### Reimbursable School Meals

- The district will comply with all USDA nutrition standards and regulations as per the Healthy Hunger Free Kids Act for all meals served as well as the current USDA Dietary Guidelines for Americans.

### Other Foods and Beverages

- Any other food and beverage sold to students at schools during the school day\*, other than those foods provided as part of the school meals program will comply with all USDA Smart Snacks Standards.

- Examples include a la carte items sold in the cafeteria, foods and beverages sold in vending machines, at school events, and for fundraisers, unless items are not intended for consumption at school.

\* The school day is defined as the midnight before to 30 minutes after the end of the school day.

### Smart Snacks Standards Requirements, Guidance, Resources

- Non-exempt Smart Snacks must comply with current regulations for all foods sold.

- Child Nutrition Services will provide product guidance as requested.

- Useful resources on the Child Nutrition website include a current list of approved Smart Snacks available through Catering and a Product Calculator.

- All schools are responsible for maintaining nutrition information such as product labels for items sold.

### (State Fundraiser Exemption)

- Schools may have up to six (6) days per school year for fundraisers to sell food and/or beverages that do not meet USDA Smart Snacks Standards. **Exempt fundraisers may not be sold in competition with school meals.**

- Exempt fundraiser dates must be submitted to Child Nutrition Services.

- The Child Nutrition Services website contains all necessary information relating to Smart Snacks Standards and the State Fundraiser Exemption.

- Written communication will be provided annually to all campus principals regarding guidance, monitoring and compliance for Smart Snacks Standards and the State Fundraiser Exemption.

### **Foods and Beverages Given to Students**

- All food and beverages given to students without the exchange of currency, tokens, tickets or food brought to school by students for their own consumption do not have to meet the Smart Snacks Standards.

### **Marketing Food to Students**

- Marketing is defined as advertising and other promotions in schools.

- Marketing on the school campus during the school day may occur for only those foods and beverages that meet the Smart Snacks Standards.

- The marketing of products on the exterior of vending machines through posters, menu boards/systems, trash cans and other food equipment, as well as cup used for beverage dispensing are not allowed.

- Marketing foods that do not meet the Smart Snacks Standards through the use of coupons is allowable as long as consumption of the food occurs after the end of the school day.

# 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:** Each campus and building will ensure healthy nutrition messages are accessible to all students, staff, and stakeholders.

Benchmarks	Activities	Methods of Measuring	Communication
Implement featured healthy nutrition messages a minimum of once per month.	Child Nutrition monthly initiatives to include Farm Fresh Friday at all campuses and Farm to School at Primary campuses. Health messages via marquee, social media, website, and campus bulletin boards. Annual celebrations of National School Breakfast Week and National School Lunch Week. District Wellness Days, District Physical Education Demonstration Night.	Wellness Scorecard Documentation. Photos from campuses each month.	School Health Advisory Council (SHAC), Child Nutrition Services website and social media, Physical Education, and Health Services.

**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:** Each campus and building will provide activities and resources that encourage community stakeholders to make healthy food choices.

Benchmarks	Activities	Methods of Measuring	Communication
Document and plan a minimum of one wellness activity/events per semester that includes all community stakeholders.	Include healthy nutrition tips via district wide messages to community stakeholders. Open House, District Wellness Days, District Physical Education Demonstration Night, athletic events, field days, Aldine Culinary Kids Field Trips, and health fairs. FACE classes for parents taught by Dietitian on nutrition tips and healthy recipes. Brighter Bites Program.	Wellness Scorecard Documentation. School Health Survey completed by district administration.	School Health Advisory Council (SHAC), Physical Education provides healthy tips at athletic activities via digital displays, and/or announcements and social media. FACE parent classes.

**Goal 3:** The District shall ensure that food and beverage advertisements accessible to students during the school days contain only products that meet the federal guidelines for meals and competitive foods.

**Objective:** Campus administrators will screen all food and beverage advertisements accessible to students during the school day to ensure they meet federal guidelines. Exception includes the 6 exempt fundraiser days as per Texas Department of Agriculture (TDA).

<b>Benchmarks</b>	<b>Activities</b>	<b>Methods of Measuring</b>	<b>Communication</b>
100% compliance with federal and state regulations.	Memo and resources provided to principals by Child Nutrition Services.	Wellness Scorecard Documentation. School Health Survey completed by district administration.	Memo and resources provided to principals by Child Nutrition Services annually.

**Section 2: NUTRITION PROMOTION AND EDUCATION**

**Goal 1:** The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors.

**Objective:** The Coordinated School Health Team (may include school administrator, nurse, cafeteria manager, health teacher, physical education teacher, etc.) will provide nutrition education through a variety of settings.

<b>Benchmarks</b>	<b>Activities</b>	<b>Methods of Measuring</b>	<b>Communication</b>
Documentation of a minimum of one activity per semester from each Coordinated School Health Team Member.	Classroom lessons, wellness activities/events, healthy tips newsletters, Child Nutrition monthly promotions. Brighter Bites.	Campus Improvement Plan, Wellness Scorecard documentation. School Health Survey completed by district administration.	School Health Advisory Council (SHAC), Coordinated School Health Team.

**Goal 2:** The District shall make nutrition education a district-wide priority and shall integrate nutrition education into other areas of the curriculum, as appropriate.

**Objective:** Implement cross-curriculum education to promote healthy nutrition lifestyles.

<b>Benchmarks</b>	<b>Activities</b>	<b>Methods of Measuring</b>	<b>Communication</b>
Implement cross-curriculum education to promote healthy nutritional lifestyles.	The Coordinated Health Team will provide healthy nutrition resources to display and discuss in each classroom; documented in lesson plans.	Documented in the Campus Improvement Plan and Wellness Scorecard.	School Health Advisory Council (SHAC), Coordinated School Health Team, teachers, professional development, and faculty meetings.

**Goal 3:** 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:** Designated district personnel shall be provided staff development for the Nutrition Education Program.

<b>Benchmarks</b>	<b>Activities</b>	<b>Methods of Measuring</b>	<b>Communication</b>
Assign District personnel in regards to Nutrition Education Program.	Staff development in August and January each year.	Staff Development attendance documentation.	School Health Advisory Council (SHAC), Coordinated School Health Team, administration, teachers, professional development, and faculty meetings.

## **Texas State Standard -Physical Education**

19 TAC Chapter 116: Texas Essential Knowledge and Skills for Physical Education.

Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).

Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4). Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).

Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.

## **Texas State Standard - Health Education**

19 TAC Chapter 115: Texas Essential Knowledge and Skills for Health.

The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision-making. The standards will help students reinforce, foster, and apply positive character traits.



There are essential skills that repeat throughout the six strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies.

In Grade 4 and higher, students gain an understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health.

## **National State Standards: Physical Education**

SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education define what a student should know and be able to do as result of a highly effective physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

## 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:** Every campus will provide fitness activities for all students. Schools will provide opportunities for every student to develop the knowledge and skills for specific physical activities in accordance with district, state, and national guidelines.

Benchmarks	Activities	Methods of Measuring	Communication
Fitness based activities will be offered to all students. <ul style="list-style-type: none"> <li>• <b>Recess shall not be used as a reward or punishment (state law).</b></li> <li>• All PreK-12 teachers and paraprofessionals that teach health and/or physical education must be trained and certified in CPR/AED.</li> <li>• All PreK-12 teachers, Physical Education Aides, and paraprofessionals who teach health and/or physical education must participate in required health and physical education staff development.</li> <li>• Provide daily recess opportunities for physical activity in addition to structured classroom curriculum within the school day.</li> <li>• Implement Coordinated Approach to</li> </ul>	Participation in one or more of the following activities but not limited to: run club, intramurals, Turkey Trot, summer swim lessons and gymnastics, First Tee, Punt-Pass-and-Kick, Cardiopulmonary Resuscitation (CPR) training, Parenting and Paternity Awareness (PAPA), It's Your Game (IYG), Kids Heart Challenge, Hoops for Heart, Campus Wellness Nights, Field Days, Fuel Up to Play 60, District Physical Education Demonstration Night, University Interscholastic League (UIL) activities, Fitnessgram, Partner PE, Fun Runs and District Wellness Days, Campus Vision and Hearing Screenings, Spinal Screening for Scoliosis, Acanthosis Screening.	Wellness Scorecard and Staff Development documentation, Fitnessgram Test, Teacher class roster, School Health Survey, CPR Skills and CPR Tests.	Social media, flyers, phone automated system, marquee, Schoology, eSchool, SHAC Meetings, peer interactions, Remind App, and announcements.

<p>Child Health (CATCH) and (Pre curriculum PreK- 8th grade and Quaver (Pre curriculum PreK- 5th grade.</p> <ul style="list-style-type: none"> <li>• State-certified physical education instructors will teach all physical education classes.</li> <li>• Strive toward physical education classes to have a student/adult ratio not to exceed 45:1. If ratio is greater than 45:1, district must identify manner in which safety will be maintained.</li> <li>• K-5th grade students shall have a minimum of 30 minutes of moderate to vigorous physical activity (MVPA) daily, or 135 minutes weekly.</li> <li>• 6th-8th grade students shall have a minimum of 30 minutes of moderate to vigorous physical activity (MVPA) daily, or 135 minutes weekly, or 225 minutes over a two-week period.</li> <li>• Time allotted for physical activity will be consistent with national and state standards.</li> </ul>			
--	--	--	--

<b>Goal 2:</b> The District shall provide appropriate staff development and encourage teachers to integrate physical activity into the academic curriculum where appropriate.			
<b>Objective:</b> Each classroom subject will have one or more daily kinesthetic learning breaks.			
<b>Benchmarks</b>	<b>Activities</b>	<b>Methods of Measuring</b>	<b>Communication</b>
Documented in the lesson plan; all PreK-12 teachers and paraprofessionals must participate in at least one kinesthetic learning staff development yearly.	Beginning of school, scheduled district staff development days, teacher led campus staff development.	Wellness Scorecard, Staff Development to exemplify and encourage kinesthetic learning activities, lesson plans, videos and pictures, Teachscape, Battelle for Kids.	Visual aid, principal and district support, staff development, faculty meetings, social media, testimonials.

<b>Goal 3:</b> The District shall make appropriate before-school and after-school physical activity programs available and shall encourage students to participate.			
<b>Objective:</b> Each campus will implement a before-or-after school physical activity program each semester.			
<b>Benchmarks</b>	<b>Activities</b>	<b>Methods of Measuring</b>	<b>Communication</b>
Participation rates change from year to year.	YMCA, UIL Activities, Extended day, Boy Scouts, Girl Scouts, Cheer, Run Club, Fitness Club, Open Gym, Open Weight Room, Open Swim, Summer Clinics and Camps.	Wellness Scorecard, Participation sign-in sheets with proper school identification.	District personnel will provide resources to all stakeholders in regard to extended school day programs. Include a statement in at least one district or campus publication: social media, flyers, phone automated system, marquee, Schoology, eSchool, school and district calendar and announcements.

<b>Goal 4:</b> The District shall make appropriate training and other activities available to District employees in order to promote enjoyable, lifelong physical activity for District employees and students.			
<b>Objective:</b> Create opportunities for employees to balance life goals and stressors in a positive work environment to promote physically active lifestyles for students.			
<b>Benchmarks</b>	<b>Activities</b>	<b>Methods of Measuring</b>	<b>Communication</b>
Participation rates from year to year. All district employees are given the opportunity to participate in wellness staff development and/or activities.	Employee Health Benefits Fair, RediMD, District Wellness Days, Texas Association for Health, Physical Education, Recreation, Dance (TAHPERD), and district staff development.	Wellness Scorecard, Evidence will be the overall wellness improvement of employees. Evidence will be measured by number of claims processed and employee participation in the health and wellness program.	Website, employee emails, mail, flyers and mobile apps with access to websites.

<b>Goal 5:</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:</b> Each campus will offer at least one event per semester either during or outside of normal school hours that involves and promotes physical activity and includes both parents and students in the event.			
<b>Benchmarks</b>	<b>Activities</b>	<b>Methods of Measuring</b>	<b>Communication</b>
Evaluation Artifacts Document and plan a minimum of one wellness activity/event per semester including all community stakeholders.	Campus Wellness Nights, Annual District Physical Education Demonstration Night, District Wellness Days, Open House with School Nurse and Child Nutrition.	Wellness Scorecard, Participation sign in sheets.	Physical Education Teacher informs principal of ideas for physical activity events. Include a statement in at least one district or campus publication: social media, flyers, automated phone system, marquee, Schoology, eSchool, school and district calendar, and announcements.

**Goal 6:** The District shall encourage students, parents, staff and community members to use the District’s recreational facilities, such as tracks, playgrounds, and the like that are available outside of the school day.

**Objective:** Provide information to the community regarding district facilities that are available for use outside of the school day.

<b>Benchmarks</b>	<b>Activities</b>	<b>Methods of Measuring</b>	<b>Communication</b>
Each campus will provide information to the community using one or more methods of communication continually throughout the school year.	Intramurals, Pee-Wee Football, AAU Basketball, Club Volleyball, Club Soccer, Summer track programs, YMCA, Harris County Aquatics Program (HCAP), tennis courts, soccer fields, track, fields, Little League baseball and softball.	Wellness Scorecard, Documentation of approvals, campus and district calendar, facility rental.	Include a statement in at least one district or campus publication: social media, flyers, automated phone system, marquee, appropriate signs, Schoology, e-School, announcements, and campus/district calendar.

## 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:** Campus administration and child nutrition will adhere to all recommendations and guidelines regarding sufficient eating time and cafeteria cleanliness, safety, and environment.

<b>Benchmarks</b>	<b>Activities</b>	<b>Methods of Measuring</b>	<b>Communication</b>
Compliance with mandatory regulations for sanitation and safety. Provide sufficient time for meal consumption.	Daily safety and sanitation practices, staff supervision to promote safe and secure facilities, and active monitoring of sufficient eating time. Training and communication to staff, students, and community.	Wellness Scorecard, Biannual health department inspections. Documented child nutrition observations of meal consumption time. Regulatory agency inspections.	Building schedules, parent and student handbooks, and administrative handbook.

<b>Goal 2:</b> The District shall promote wellness for students and their families at suitable District and campus activities.			
<b>Objective:</b> Wellness events will be conducted on campus as well as district wide.			
<b>Benchmarks</b>	<b>Activities</b>	<b>Methods of Measuring</b>	<b>Communication</b>
The district and each campus will be responsible for at least one wellness activity yearly.	Open House, Campus Wellness Days, District Physical Education Demonstration Night, Campus Wellness Night, District Parent Expo, Child Nutrition Events, Health Services Events, Vision and Hearing Screenings, Scoliosis Screening, Acanthosis Screening, See to Succeed, Project Saving Smiles, and Health Fairs.	Wellness Scorecard Documentation.	Social media, flyers, campus and district calendar and automated phone system.

<b>Goal 3:</b> The District shall promote employee wellness activities and involvement at suitable District and Campus activities.			
<b>Objective:</b> Create opportunities for employees to balance life goals and stressors in a positive work environment.			
<b>Benchmarks</b>	<b>Activities</b>	<b>Methods of Measuring</b>	<b>Communication</b>
BOY/SEL Training for all staff	Panorama Surveys on SEL, Employee Health Benefits Fair, RediMD, Health Club Membership, Discount Prescription Drug Program, Medical Plans, Dental Plans, Vision Plans, Insurance Plans, Retirement Plans, Hospital Indemnity, Cancer Plan, Disability Plan, Personal Legal Plan.	SEL Training Participation sign in sheets. Evidence will be overall wellness improvement of employees. Evidence will be measured by number of claims processed and employee participation in the health and wellness program.	Website, employee emails, mail, flyers and mobile apps with access to websites.