

Holland Independent School District
School Wellness Policy 2021-2022

Holland ISD Wellness Policy and Plan 2021-2022





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School Wellness Policy 2021-2022

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Holland ISD Wellness Policy

Preamble

The Holland Independent School District (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 before, during and after the school day, 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

¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523-532.

² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234-1239.

³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3-36.

⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899-907.

⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S-813S.

⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743-760, quiz 761-762.

⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199-213.

⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141-144.

⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12-20.

¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497-505.

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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 policy 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 policy 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 before, during and 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 policy applies to all students, staff and schools in the District. Specific measurable goals and outcomes are identified within each section below.

- *The District will coordinate the wellness policy with other aspects of school management, including the District's School Improvement Plan, when appropriate.*

I. School Wellness Committee

Committee Role and Membership

The District will convene a School Health Advisory Council that meets four times per year to establish goals for and oversee school health and safety policies and programs, including development,

¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

¹² Singh A, Uijtendewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. Arch Pediatr Adolesc Med, 2012; 166(1):49-55.

¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. PLoS ONE, 2014; 9(9): e107031.

¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. Pediatrics 2014; 134(4): e1063-1071.

¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>



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implementation and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

The SHAC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the SHAC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the SHAC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

The designated official for oversight is Shane Downing, Superintendent and Title Coordinator.

sdowning@hollandisd.org

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The names, titles, and contact information (email address is sufficient) of these individuals are:

Name	Title / Relationship to the School or District	Email address	Role on Committee
Melinda Kurtz	Community Member Registered Nurse	melindakurtz@embarq.com	Assists in the development and evaluation of the wellness policy
Shane Downing	Superintendent Holland ISD	sdowning@hollandisd.org	Oversees the development and evaluation of the wellness policy
Lori Kinard	Elementary Principal Holland ISD	lkindard@hollandisd.org	Assists in the development and evaluation of the wellness policy
Gracie Schlickeisen	Middle School Principal Holland ISD	gracies@hollandisd.org	Assists in the development and evaluation of the wellness policy
Robby Edwards	High School Principal Holland ISD	redwards@hollandisd.org	Assists in the development and evaluation of the wellness policy
Matt McCray	High School Assistant Principal Holland ISD	mmccray@hollandisd.org	Assists in the development and evaluation of the wellness policy
Melany Cearley	Counselor Holland ISD	mcearley@hollandisd.org	Assists in the development and evaluation of the wellness policy
Lauren Harris	Elementary Assistant Principal Holland ISD	lharris@hollandisd.org	Assists in the development and evaluation of the wellness policy

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Cynthia Pajestka	School Nurse Holland ISD	cpajestka@hollandisd.org	Assists in the development and evaluation of the wellness policy
JB Chaney	Physical Education Teacher Holland ISD	jbchaney@hollandisd.org	Assists in the development and evaluation of the wellness policy
Reagan Honeycutt	LVN Holland ISD	rhoneycutt@hollandisd.org	Assists in the development and evaluation of the wellness policy
Connie Knaus	Food Service Director Holland ISD	cknaus@hollandisd.org	Assists in the development and evaluation of the wellness policy
Sally Decker	Physical Education Teacher Holland ISD	sdecker@hollandisd.org	Assists in the development and evaluation of the wellness policy
Jennisty Thomason	Middle School Assistant Principal Holland ISD	jthomason@hollandisd.org	Assists in the development and evaluation of the wellness policy
JC Chaney	Student		Assists in the development and evaluation of the wellness policy

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Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators.

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 wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, 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. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at: www.hollandisd.org

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the Holland ISD Administration Office at 105 S. Rose Lane, Holland, TX 76534. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; 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;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District Official leading and coordinating the

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committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Shane Downing, Superintendent. Her contact number is 254.657.0175.

The SHAC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The SHAC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. 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 newsletters, 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 wellness policy, as well as how to get involved and support the policy. 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.

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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 the annual and triennial reports.

III. Nutrition

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 *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.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), Seamless Summer Option (SSO), the School Breakfast Program (SBP). The District also operates additional nutrition-related programs and activities with a Summer Food Program. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.
 - Breakfast bar in the High School

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- *Menus will be posted on the District website or individual school websites, and will include nutrient content and ingredients.*
- *The District child nutrition program will accommodate students with special dietary needs.*
- *Students will be allowed at least 10 minutes to eat breakfast and at least 12 minutes to eat lunch, counting from the time they have received their meal and are seated.*
- *Students are served lunch at a reasonable and appropriate time of day.*
- *Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.*
- *The District will implement at least four of the following five Farm to School activities (meets Healthy Schools Program Gold-level criteria; mark/circle the four activities the District plans to do):*
 - *Local and/or regional products are incorporated into the school meal program;*
 - *Messages about agriculture and nutrition are reinforced throughout the learning environment;*
 - *School hosts a school garden;*
 - *School hosts field trips to local farms; and*
 - *School utilizes promotions or special events, such as tastings, that highlight the local/ regional products.]*

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 [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search 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. Bottle filling water fountains are available on each campus.

- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

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 foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. 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:

<http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>.

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The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

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 will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

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

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](#) and from the [USDA](#) that is pre-packaged.
2. Classroom snacks brought by parents. The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards that is pre-packaged.
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.

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

Nutrition Promotion

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. 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.

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

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GOAL 1: The district shall establish age-appropriate guidelines for food and beverages at classroom parties or school celebrations.	
Objective 1: The District will ensure that at least one healthy snack and beverage is provided at school celebrations and classroom parties.	
Action Steps	Methods for Measuring Implementation
Campus Principals and Classroom Teachers will collaborate to provide snacks and beverages that are compliant with the Healthy Snacks Program	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> ● The manner in which principals and teachers implement their classroom and campus festivities. ● The number of parties that are compliant with this requirement. <p>Resources Needed:</p> <ul style="list-style-type: none"> ● Healthy Snacks Requirements ● Training and Follow-up on Healthy Snacks by Food Service Director. <p>Obstacles:</p> <ul style="list-style-type: none"> ● Time and staff to implement Healthy Snacks Program.

GOAL 2: The district shall provide teachers with education and guidelines on the use of food as a reward in the classroom.	
Objective 1: The District shall provide teachers with education guidelines on Foods of Minimal Nutritional Value.	
Action Steps	Methods for Measuring Implementation
Teacher training on foods of minimal nutritional value	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> ● Training documents <p>Resources Needed:</p> <ul style="list-style-type: none"> ● Personnel ● Training documents. <p>Obstacles:</p> <ul style="list-style-type: none"> ● Time

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GOAL 3: The District shall require that healthy food and beverage options be included at school-related events outside of the school day.	
Objective 1: The District will provide healthy food choices at Family Night Events.	
Action Steps	Methods for Measuring Implementation
The campus principals will work with the food service director to develop menus for Family Night Events to provide healthy food choices. (salad, carrot sticks, celery.....)	Baseline or benchmark data points: <ul style="list-style-type: none"> ● Family Night menus Resources needed: <ul style="list-style-type: none"> ● Funds for Meals Obstacles: <ul style="list-style-type: none"> ● Funds for Meals

Nutrition Education

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, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- 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.

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GOAL 1: Students will receive nutrition education that fosters the adoption and maintenance of healthy eating behaviors.	
Objective 1: The District will provide the CATCH Curriculum for Elementary Students during the school day.	
Action Steps	Methods for Measuring Implementation
The CATCH Curriculum will be utilized in the Elementary Physical Education Class.	Baseline or benchmark data points: <ul style="list-style-type: none"> ● P.E. Lesson Plans Resources needed: <ul style="list-style-type: none"> ● CATCH Curriculum, personnel Obstacles: <ul style="list-style-type: none"> ● Time
Objective 2: The District will offer Health Curriculum to all Middle School students.	
Action Steps	Methods for Measuring Implementation
The principal and teachers will review the nutrition curriculum to align nutrition education goals with the health course.	Baseline or benchmark data points: <ul style="list-style-type: none"> ● Unit assessment on project Resources needed: <ul style="list-style-type: none"> ● Curriculum ● Personnel Obstacles: <ul style="list-style-type: none"> ● Scheduling issues

GOAL 2: Nutrition education will be a Districtwide priority and will be integrated into other areas of the curriculum, as appropriate.	
Objective 1: The District will provide a nutrition unit in all science classes.	
Action Steps	Methods for Measuring Implementation
Science teachers will collaborate to review nutrition education taught in the body systems unit.	Baseline or benchmark data points: <ul style="list-style-type: none"> ● Unit assessment on projects Resources needed: <ul style="list-style-type: none"> ● Updated nutritional guidelines Obstacles: <ul style="list-style-type: none"> ● None

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GOAL 3: Staff responsible for nutrition education will be adequately prepared and will participate in professional development activities to effectively deliver the program as planned.	
Objective 1: Physical Education Teachers and Science Education Teachers will deliver an aligned nutrition curriculum.	
Action Steps	Methods for Measuring Implementation
Teachers will participate in nutrition education staff development provided by the district twice a year.	Baseline or benchmark data points: <ul style="list-style-type: none"> ● Lesson plans/unit plans ● Summer videos assigned to teachers Resources needed: <ul style="list-style-type: none"> ● CATCH Curriculum ● Science Nutrition Curriculum ● Substitutes Obstacles: <ul style="list-style-type: none"> ● Time/Schedules

GOAL 5: The food service staff, teachers, and other school personnel will coordinate the promotion of nutrition messages in the cafeteria, the classroom, and other appropriate settings.	
Objective 1: The District will communicate nutrition guidelines to all personnel.	
Action Steps	Methods for Measuring Implementation
Newsletters emphasizing physical fitness will be posted in each middle school and high school bathroom stall and updated quarterly. Cafeteria menu to include 1 Health tip, 1 fitness goal, and 1 healthy snack. Posters promoting nutritional guidelines in Cafeteria. Middle School Choices Magazine available to all personnel,	Baseline or benchmark data points: <ul style="list-style-type: none"> ● Newsletters posted ● Copy of Menu ● Posters in Cafeteria ● Magazine available Resources needed: <ul style="list-style-type: none"> ● Personnel to update newsletters ● Additional Magazine Subscriptions Obstacles: <ul style="list-style-type: none"> ● Timely information
GOAL 4: The District shall ensure that educational nutrition information will be shared with families and the general public to positively influence the health of students and community members.	
Objective 1: The District will post timely information on nutrition education.	

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Action Steps	Methods for Measuring Implementation
Newsletters emphasizing physical fitness will be posted and updated quarterly in each Gym in the foyers and restrooms.	Baseline or benchmark data points: <ul style="list-style-type: none"> ● Newsletters posted Resources needed: <ul style="list-style-type: none"> ● Personnel to update newsletters Obstacles: <ul style="list-style-type: none"> ● Timely information

Essential Healthy Eating Topics in Health Education

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 healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

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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

IV. Physical Activity

Children and adolescents should participate in at least 30 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 for physical education) **will not be withheld** as punishment for any reason: *"This does not include participation on sports teams that have specific academic requirements]*. 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.

- *The Holland ISD track facility and space will be open to students, their families, and the community outside of school hours*

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Physical Education

The District will provide students with physical education, using the CATCH Curriculum. 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 supports 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 HISD **elementary students** in each grade will receive physical education for at least 150 minutes per week throughout the school year.

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

The District physical education program will promote student physical fitness through individualized fitness and activity assessments via Fitness Gram.

- *All physical education classes in HISD are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria).*

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

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- 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)

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.

GOAL 1: The District will provide an environment that fosters safe and enjoyable fitness activities for all students, including those who are not participating in competitive sports.	
Objective 1: Students will attend physical education classes each day.	
Action Steps	Methods for Measuring Implementation
All students will participate in physical education class at least 30 minutes per day.	Baseline or benchmark data points: <ul style="list-style-type: none"> • Student rosters for physical education classes. Resources needed: <ul style="list-style-type: none"> • Teachers/Coaches, equipment for fitness activities Obstacles: <ul style="list-style-type: none"> • Facilities during inclement weather.
Objective 2: Elementary students will attend recess on a daily basis.	
Action Steps	Methods for Measuring Implementation
Elementary students will participate in recess each day with activities organized and supervised by Elementary Staff.	Baseline or benchmark data points: <ul style="list-style-type: none"> • Number of students involved in daily recess activities Resources needed: <ul style="list-style-type: none"> • High school Students, equipment, CATCH curriculum Obstacles: <ul style="list-style-type: none"> • Facilities during inclement weather • Scheduling of high school students.

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GOAL 2: Physical education classes will regularly emphasize moderate to vigorous activity.	
Objective 1: The District will provide organized physical education classes to all students.	
Action Steps	Methods for Measuring Implementation
Elementary, Middle School, and High School students in physical education classes will be provided organized activities to improve speed, strength, and agility.	Baseline or benchmark data points: <ul style="list-style-type: none"> ● Fitness gram ● Run across Texas information Resources needed: <ul style="list-style-type: none"> ● Teacher, weight room, and equipment Obstacles: <ul style="list-style-type: none"> ● Time and equipment

GOAL 3: Teachers and other school staff will receive training to promote enjoyable, life-long physical activity for themselves and students.	
Objective 1: The District will provide training to the faculty and staff on healthy choices for physical fitness.	
Action Steps	Methods for Measuring Implementation
Newsletters on Facebook and website emphasizing physical fitness will be posted in each bathroom stall and updated quarterly.	Baseline or benchmark data points: <ul style="list-style-type: none"> ● Newsletters posted Resources needed: <ul style="list-style-type: none"> ● Personnel to update newsletters Obstacles: <ul style="list-style-type: none"> ● Timely information
Objective 2: The District will provide training on Safety and First Aid.	
Action Steps	Methods for Measuring Implementation
Faculty and Staff will be trained in CPR, Safety and First Aid, AED operation, and Concussion Protocol.	Baseline or benchmark data points: <ul style="list-style-type: none"> ● Number of staff trained annually. Resources needed: <ul style="list-style-type: none"> ● Personnel, equipment Obstacles: Time

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GOAL 4: The District will encourage parents to support their children’s participation, to be active role models, and to include physical activity in family events.	
Objective 1: The District will provide opportunities for families to participate with their child in school sponsored events promoting physical activity.	
Action Steps	Methods for Measuring Implementation
School Sponsored Events include: Walk for Diabetes Jump Rope for Heart The Marathon Mile	Baseline or benchmark data points: <ul style="list-style-type: none"> ● Number of parents and students participating in each event Resources needed: <ul style="list-style-type: none"> ● Personnel, equipment, advertisement. Obstacles: <ul style="list-style-type: none"> ● Time and effort of parents to participate.
Objective 2: The District will provide a community workout program.	
Action Steps	Methods for Measuring Implementation
Teacher/Community Workout Program Weight Room Use Track is open 24 hours a day	Baseline or benchmark data points: <ul style="list-style-type: none"> ● Number of parents and students participating in the workout program. Resources needed: <ul style="list-style-type: none"> ● Coordinator to oversee facility use ● Equipment ● Lights on to use track after dark Obstacles <ul style="list-style-type: none"> ● Transportation

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GOAL 5: The District will encourage students, parents, staff, and community members to use the District’s recreational facilities that are available outside of the school day.	
Objective 1: The District will encourage use of facilities to encourage parents to be active role models in promoting physical activity.	
Action Steps	Methods for Measuring Implementation
Walking Lights around the track Open Gym on weekends Weight Room Use Softball, Baseball, and Football Little League Facility Use	Baseline or benchmark data points: <ul style="list-style-type: none"> ● Number of parents and students using the facilities each month Resources needed: <ul style="list-style-type: none"> ● Coordinator to oversee facility use ● Equipment Obstacles: <ul style="list-style-type: none"> ● Facility Use Conflict

V. Other Activities that Promote Student Wellness

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 mathematics, with consultation provided by either the school or the District’s curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC.

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., newsletters, presentations to parents or sending information home to

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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 subcommittee leader's name is Cynthia Pajestka.

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.

GOAL 1: Employee wellness education and involvement will be promoted at suitable school activities.	
Objective 1: The District will provide enrichment activities for employee wellness education.	
Action Steps	Methods for Measuring Implementation
Health Center Staff will develop and implement a variety of wellness education programs in which the employees can participate.	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> ● Number of employees participating in the Community Workout Program. ● Number of employees participating in the Hornet Weight Loss Program. <p>Resources needed:</p> <ul style="list-style-type: none"> ● Nurse and Health Center Staff ● Workout Coordinator <p>Obstacles:</p> <ul style="list-style-type: none"> ● Time and effort

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GOAL 2: Wellness for students and their families will be promoted at suitable school activities.	
Objective 1: The District will provide healthy snack choices to help kids build better physical and mental strength.	
Action Steps	Methods for Measuring Implementation
Provide fresh fruit and vegetables along with healthy snacks at school functions.	Baseline or benchmark data points: <ul style="list-style-type: none"> ● Food and snacks provided at Family Night Events, Concessions, and Field Day. Resources needed: <ul style="list-style-type: none"> ● Health Snacks, fresh fruits and vegetables. Obstacles: <ul style="list-style-type: none"> ● Containers to keep snacks fresh.
Objective 2: The District will provide literature to promote wellness to students, faculty, parents, and community members.	
Action Steps	Methods for Measuring Implementation
Newsletters, flyers and posters emphasizing physical fitness will be posted in each bathroom stall and updated monthly.	Baseline or benchmark data points: <ul style="list-style-type: none"> ● Newsletters posted Resources needed:

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<p>The District Website will contain the quarterly newsletters.</p>	<ul style="list-style-type: none"> ● Personnel to update newsletters <p>Obstacles:</p> <ul style="list-style-type: none"> ● Timely information
<p>GOAL 3: The District's school-based health center, in conjunction with Scott and White Hospital</p>	
<p>Objective 1: The District and Baylor Scott & White will collaborate to provide weekly clinics for students, faculty, and community members.</p>	
<p style="text-align: center;">Action Steps</p>	<p style="text-align: center;">Methods for Measuring Implementation</p>
<p>The school nurse will develop the clinic schedule with Residents from Baylor Scott & White.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> ● Clinic Schedule <p>Resources needed:</p> <ul style="list-style-type: none"> ● School Nurse ● Medical Director for Residents <p>Obstacles:</p> <ul style="list-style-type: none"> ● Commitment from Baylor Scott & White each year.
<p>GOAL 4: Employee wellness education and involvement will be promoted at suitable school activities.</p>	
<p>Objective 1: The District will provide activities to involvement faculty and staff promoting a healthy lifestyle.</p>	
<p style="text-align: center;">Action Steps</p>	<p style="text-align: center;">Methods for Measuring Implementation</p>
<p>The School-Based Health Center staff will provide motivational activities throughout the year to promote healthy lifestyles.</p> <ul style="list-style-type: none"> ● Hornet Weight Loss Club ● After School Workouts ● Flu Vaccines 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> ● Participation in projects <p>Resources needed:</p> <ul style="list-style-type: none"> ● Health Center Personnel <p>Obstacles:</p> <ul style="list-style-type: none"> ● Participation and Commitment from employees



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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.

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.

Triennial – recurring every three years.