

# Holland ISD

## Wellness Policy and Plan

2025-2026



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## 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.<sup>1,2,3,4,5,6,7</sup> Conversely, less-than-adequate consumption of specific foods, including fruits, vegetables, and dairy products, is associated with lower grades among students.<sup>8,9,10</sup> 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.<sup>11,12,13,14</sup> Finally, there is evidence that adequate hydration is associated with better cognitive performance.<sup>15,16,17</sup> 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;

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<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

<sup>4</sup> 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.

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

<sup>6</sup> Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz JD. 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.

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

<sup>8</sup> 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.

<sup>9</sup> 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.

<sup>10</sup> 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.

<sup>11</sup> 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.

<sup>12</sup> Singh A, Uijtdewilligne 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.

<sup>13</sup> 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.

<sup>14</sup> 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.

<sup>15</sup> 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>

- 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 Improvement Plan, when appropriate.

## **Wellness Plan**

This document, referred to as the "wellness plan" (the plan), is intended to implement policy FFA(LOCAL), which has been adopted by the Board, to comply with the requirements for a school wellness policy. [Section 9A(a) of the National School Lunch Act (NSLA), 42 U.S.C. 1758b]

## **Strategies to Solicit Involvement**

Federal law requires that certain stakeholders be involved in the development, implementation, and periodic review and update of the wellness policy. The District has chosen to use the local school health advisory council (SHAC) to work on behalf of the District to review and consider evidence-based strategies and techniques in order to develop and implement nutrition guidelines and wellness goals as required by federal law. The SHAC will permit the following persons to work with the SHAC on the District's wellness policy and plan: parents, students, the District's food service provider, physical education teachers, school health professionals, Board members, administrators, and members of the public. The SHAC will solicit the involvement and input of these other interested persons by:

1. Posting on the District's website the dates and times of SHAC meetings at which the wellness policy and plan are scheduled to be discussed.
2. Listing in the student handbook the name and position of the person responsible for oversight of the District's wellness policy and plan, along with an invitation to contact that person if the reader is interested in participating in the development, implementation, and evaluation of the wellness policy and plan.

## **Implementation**

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

The Director of Student Services is the District official responsible for the overall implementation of FFA(LOCAL), including the development of this wellness plan and any other appropriate administrative procedures, and ensuring that each campus complies with the policy and plan.

## Evaluation

At least every three years, as required by law, the District will periodically measure and make available to the public an assessment of the implementation of the District's wellness policy, the extent to which each campus is compliant with the wellness policy, a description of the progress made in attaining the goals of the wellness policy, and the extent to which the wellness policy compares with any state- or federally designated model wellness policies. This will be referred to as the "triennial assessment."

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

The SHAC will consider evidence-based strategies when setting and evaluating goals and measurable outcomes. The SHAC may use any of the following tools for this analysis:

1. Texas Department of Agriculture Food and Nutrition Division's website - <https://squaremeals.org/>
2. Relevant portions of the WellSAT - <https://www.wellsat.org/>
3. A District-developed school health survey
4. Healthy School - <https://www.cdc.gov/healthy-schools-training/>

## Public Notification

To comply with the legal requirement to inform and update the public about the content and implementation of the local wellness policy, the District will create a wellness page on its website to document information and activity related to the school wellness policy, including:

1. A copy of the wellness policy [FFA (LOCAL)];
2. A copy of this wellness plan, with dated revisions;
3. Notice of any Board revisions to policy FFA (LOCAL);
4. Notice of any SHAC meeting at which the wellness policy or corresponding documents are scheduled to be discussed;
5. The SHAC's annual report on the District's wellness policy and plan; and
6. Any other relevant information.

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

## Guidelines

The following provisions describe the District's nutrition guidelines and activities and objectives chosen by the SHAC to implement the Board-adopted wellness goals in policy FFA(LOCAL).

### Nutrition Guidelines

All District campuses participate in the United States Department of Agriculture's (USDA's) child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). Federal law requires that the District establish nutrition guidelines for foods made available on each campus that are consistent with the federal standards and that promote student health and reduce childhood obesity.

The District's nutrition guidelines are to ensure all foods and beverages sold, otherwise made available, or marketed to students during the school day adhere to all federal regulations and guidance and are designed to promote student health and reduce childhood obesity.

### **Foods and Beverages Sold**

The District will comply with federal requirements for reimbursable meals. For other foods and beverages sold to students during the school day, the District will comply with the federal requirements for competitive foods. Competitive foods and beverages are not part of the regular meal programs and occur through sales such as a la carte options or vending machines. For purposes of this plan, these requirements will be referred to as "Smart Snacks" standards or requirements. The following websites have information regarding meal and Smart Snacks requirements:

<https://www.fns.usda.gov/cn/school-nutrition-standards-updates>

<https://www.fns.usda.gov/school-meals/nutrition-standards/smartsnacks>

<https://squaremeals.org/FandN-Resources/Handbooks>

### **Exception - Fundraisers**

State rules adopted by the Texas Department of Agriculture (TDA) allow an exemption to the Smart Snacks requirement for up to six days per year per campus, provided that no specially exempted fundraiser foods or beverages may be sold in competition with school meals in the food service area during the meal service, when a food or beverage is sold as part of a District fundraiser. [See CO (LEGAL)]

### **Foods and Beverages Provided**

There are currently no federal requirements for foods or beverages made available to students during the school day. The District will comply with state law, which allows a parent or grandparent to provide a food product of his or her choice to classmates of the person's child or grandchild on the occasion of the student's birthday or to children at a school-designated function. [See CO(LEGAL)]

In addition, the District has established the following local guidelines on foods and beverages made available to students: Any foods and beverages given away or otherwise made available to students are recommended to meet the Smart Snacks standards.

### **Marketing**

The District marketing guidelines for items sold to students are approved through the central office and are compliant with the Competitive Food Nutrition Standards. The Director of Nutrition Services does not authorize marketing information that is not compliant with the Competitive Food Nutrition Standard.

All marketing items require approval from the central office. Items must be approved before reaching a campus for marketing.

### **Measuring Compliance**

The District will measure compliance with the nutrition guidelines by reviewing meal reimbursement submissions from the child nutrition department to the TDA, reviewing foods and beverages that are sold in competition with the regular school meals, reviewing items sold as part of approved District fundraisers, and monitoring the types of foods and beverages made available to students during the school day.

## Goals

In accordance with FFA(Local), the District has established the following goal(s).

### Nutrition Promotion

Federal law requires the District to establish goals for nutrition promotion in its wellness policy. Our nutrition promotion efforts will encourage healthy food and beverage choices for all students throughout the district, as well as encourage participation in school meal programs. By using proven strategies, clear nutrition messages, and healthy food environments, we also hope to help students build positive, lifelong eating habits and make better food choices.

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

<b>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.</b>	
<b>Objective 1: The District will encourage having at least one healthy snack and beverage at school celebrations and classroom parties.</b>	
Action Steps	Methods for Measuring Implementation
Campus Principals and Classroom Teachers will collaborate with parents to provide snacks and beverages that are compliant with the Healthy Snacks Program	Baseline or benchmark data points: <ul style="list-style-type: none"><li>• Copy of communication sent to parents requesting healthy snacks be included</li><li>• Sign-up sheets for parties</li></ul> Resources Needed: <ul style="list-style-type: none"><li>• Healthy Snacks Requirements</li></ul> Obstacles: <ul style="list-style-type: none"><li>• Cost of healthier snacks</li></ul>
<b>Objective 2: The District will provide healthy food choices at Family Night events.</b>	
Action Steps	Methods for Measuring Implementation
The Director of Student Services and/or Principals will develop menus for Family Night Events to provide healthy food choices. (salad, carrot sticks, celery sticks, fruit, etc.)	Baseline or benchmark data points: <ul style="list-style-type: none"><li>• Family Night menus</li></ul> Resources needed: <ul style="list-style-type: none"><li>• Funds for Meals</li></ul> Obstacles: <ul style="list-style-type: none"><li>• Funds for Meals</li></ul>
<b>Objective 3: The District will promote healthy nutrition by using posted messages in the cafeteria.</b>	
Action Steps	Methods for Measuring Implementation
The food services manager will create messages promoting healthy nutrition and post them on the TVs in the cafeteria.	Baseline or benchmark data points: <ul style="list-style-type: none"><li>• Copies of messages posted on TV</li></ul> Resources needed: <ul style="list-style-type: none"><li>• Information on healthy nutrition</li></ul> Obstacles: <ul style="list-style-type: none"><li>• Time; Interesting information</li></ul>

**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: The District will promote healthy nutrition by using posted messages in newsletters and other appropriate settings.**

Action Steps	Methods for Measuring Implementation
<p>The food services manager will create messages promoting healthy nutrition and include them in the District's quarterly newsletter.</p> <p>Cafeteria menus will be posted on the District's website.</p> <p>The Director of Student Services will post messages promoting healthy nutrition on the SHAC portion of the District's website.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• Copies of newsletters</li> <li>• Copies of menus</li> <li>• Screenshot of SHAC webpage</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Information on healthy nutrition</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Time; Interesting information</li> </ul>

## Nutrition Education

Federal law requires that the District establish goals for nutrition education in its wellness policy. State law also requires that the District implement a coordinated health program with a nutrition services and health education component at the elementary and middle school levels. [See EHAA]

The District will implement the nutrition services and health education component through the instruction of the TEKS (Texas Essential Knowledge and Skills) in the District's physical education, health education, and science courses.

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

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

**Objective 1: The District will offer a Health curriculum to all Middle School students.**

Action Steps	Methods for Measuring Implementation
<p>The principal and teachers will review the nutrition curriculum to align nutrition education goals with the health course.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• Lesson plans</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Curriculum</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• None</li> </ul>

**Objective 2: Pre-Kindergarten teachers will teach a nutrition unit.**

Action Steps	Methods for Measuring Implementation
<p>The cafeteria staff will present an "Eat a Rainbow" presentation to the PK classes. Fruits and veggies will create a rainbow.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• Lesson plans</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Updated nutritional guidelines</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Time</li> </ul>



<b>Objective 3: Physical Education teachers will deliver an aligned nutrition curriculum.</b>	
<b>Action Steps</b>	<b>Methods for Measuring Implementation</b>
The principal and PE teachers will review the nutrition curriculum to align nutrition education goals with the PE course.	Baseline or benchmark data points: <ul style="list-style-type: none"> <li>• Lesson plans/unit plans</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>• Curriculum</li> </ul> Obstacles: <ul style="list-style-type: none"> <li>• None</li> </ul>

<b>Objective 4: Kindergarten and 2nd Grade teachers will participate in the Garden Club with their students.</b>	
<b>Action Steps</b>	<b>Methods for Measuring Implementation</b>
The teachers and students will pair with local gardeners and master gardeners to grow various vegetables, fruits, flowers, and herbs from seed.	Baseline or benchmark data points: <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Number of plants grown</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>• Seeds, soil, water, plant containers/trays, volunteers</li> </ul> Obstacles: <ul style="list-style-type: none"> <li>• Inclement weather</li> </ul>

**GOAL 2: 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.**

<b>Objective 1: The District shall provide teachers with at least one professional development on nutrition per school year.</b>	
<b>Action Steps</b>	<b>Methods for Measuring Implementation</b>
The District will assign one PD session on nutrition using Safe Schools.	Baseline or benchmark data points: <ul style="list-style-type: none"> <li>• Training documents</li> </ul> Resources Needed: <ul style="list-style-type: none"> <li>• Training program</li> </ul> Obstacles: <ul style="list-style-type: none"> <li>• Funds for training</li> </ul>

## **Physical Activity**

The District will implement, in accordance with law, a coordinated health program with physical education and physical activity components and will offer at least the required amount of physical activity for all grades. [See BDF, EHAA, EHAB, and EHAC]

The District will meet the required physical activity in elementary grades by providing 30 minutes per day of PE and at least 15 minutes per day of recess, weather permitting. At the middle school level, the District will require students, unless exempted because of illness or disability, to be enrolled in physical education or athletics courses for at least four out of the six semesters in grades six, seven, and eight. At the high school level, the District will require students, unless exempted because of illness or disability, 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.

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

<b>GOAL 1: The District will 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.</b>	
<b>Objective 1: PK - 8th-grade students will attend physical education classes daily.</b>	
<b>Action Steps</b>	<b>Methods for Measuring Implementation</b>
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"> <li>• Student rosters for physical education classes</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>• Equipment for fitness activities</li> </ul> Obstacles: <ul style="list-style-type: none"> <li>• Facilities during inclement weather.</li> <li>• Funds for equipment</li> </ul>
<b>Objective 2: Elementary students will attend recess daily.</b>	
<b>Action Steps</b>	<b>Methods for Measuring Implementation</b>
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"> <li>• Number of students involved in daily recess activities</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>• Equipment</li> </ul> Obstacles: <ul style="list-style-type: none"> <li>• Facilities during inclement weather</li> <li>• Funds for equipment</li> </ul>
<b>Objective 3: The District will provide developmentally appropriate fitness activities during physical education classes to all students.</b>	
<b>Action Steps</b>	<b>Methods for Measuring Implementation</b>
Elementary, Middle School, and High School students in physical education classes will be provided with organized activities to improve speed, strength, and agility.	Baseline or benchmark data points: <ul style="list-style-type: none"> <li>• Fitness gram</li> <li>• Marathon Kids</li> <li>• Lesson Units</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>• Equipment</li> </ul> Obstacles: <ul style="list-style-type: none"> <li>• Time</li> <li>• Funds for equipment</li> </ul>

**GOAL 2: The District shall provide appropriate staff development and encourage teachers to integrate physical activity into the academic curriculum where appropriate.**

**Objective 1: 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, Seizure training, Stop the Bleed, and the Concussion Protocol.	Baseline or benchmark data points: <ul style="list-style-type: none"> <li>List of staff completing each training</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>Training materials, equipment</li> </ul> Obstacles: <ul style="list-style-type: none"> <li>Time and scheduling of trainings</li> </ul>

**GOAL 3: The District shall 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 offer the 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 Little league Softball, Baseball, Football, and Basketball will be able to use our facilities for practice	Baseline or benchmark data points: <ul style="list-style-type: none"> <li>District facility calendar</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>Coordinator to oversee facility use</li> </ul> Obstacles: <ul style="list-style-type: none"> <li>Facility Use Conflict</li> </ul>

### 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.

In accordance with FFA(LOCAL), the District has established the following goal(s) for other activities that promote student wellness.

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

**Objective 1: All students will be scheduled for 30 minute lunches**

Action Steps	Methods for Measuring Implementation
All students will be given 30 minutes for lunch Principals will work together to stager the lunches so tables can be cleaned and ready for the next group	Baseline or benchmark data points: <ul style="list-style-type: none"> <li>Campus schedules</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>Campus schedules</li> </ul> Obstacles: <ul style="list-style-type: none"> <li>Scheduling conflicts</li> </ul>

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

**Objective 1: The District will include a wellness highlight in each of the District's quarterly newsletters.**

Action Steps	Methods for Measuring Implementation
The nurse will create messages promoting wellness and include them in the District's quarterly newsletter.	Baseline or benchmark data points: <ul style="list-style-type: none"> <li>• Copy of newsletters</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>• Wellness resources</li> </ul> Obstacles: <ul style="list-style-type: none"> <li>• Time and resources</li> </ul>

**Objective 2: The District will include a wellness highlight at a minimum of one "Scoop" meeting.**

Action Steps	Methods for Measuring Implementation
The Director of Student Services will schedule a wellness topic to be discussed during a "Scoop" meeting at least once a year.	Baseline or benchmark data points: <ul style="list-style-type: none"> <li>• Scoop Agenda</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>• Wellness resources</li> </ul> Obstacles: <ul style="list-style-type: none"> <li>• Finding resources</li> </ul>

**Objective 3: The District will provide opportunities for families to participate with their child in school or PTO sponsored events promoting physical activity.**

Action Steps	Methods for Measuring Implementation
Each year the elementary chooses an organization to raise money for. Examples include: Walk for Diabetes, Jump Rope for Heart, etc. PTO's yearly Turkey Trot	Baseline or benchmark data points: <ul style="list-style-type: none"> <li>• Number of parents and students participating in each event</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>• Personnel, Advertisements</li> </ul> Obstacles: <ul style="list-style-type: none"> <li>• Time and effort of parents</li> </ul>

**Objective 4: The District will post wellness resources on the SHAC page of the District's website.**

Action Steps	Methods for Measuring Implementation
The Director of Student Services will ensure wellness resources are posted and updated on the SHAC wellness page.	Baseline or benchmark data points: <ul style="list-style-type: none"> <li>• Screenshot of website</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>• Wellness resources</li> </ul> Obstacles: <ul style="list-style-type: none"> <li>• Time and resources</li> </ul>

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

**Objective 1: The District will provide opportunities for employees to participate in school or PTO sponsored events promoting physical activity.**

Action Steps	Methods for Measuring Implementation
PTO's yearly Turkey Trot	Baseline or benchmark data points: <ul style="list-style-type: none"> <li>• Number of staff participating in each event</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>• Personnel, Advertisements</li> </ul> Obstacles: <ul style="list-style-type: none"> <li>• Time and effort of staff</li> </ul>

**GOAL 4: The District's school-based health center, in conjunction with Baylor Scott & White Hospital, will provide for the health care needs of students, faculty, and community members to promote healthy living and increase awareness of the importance of healthy eating habits and regular exercise.**

**Objective 1: The District and Baylor Scott & White will collaborate to provide weekly clinics for students, faculty, and community members.**

Action Steps	Methods for Measuring Implementation
The school nurse will develop the clinic schedule with Residents from Baylor Scott & White and advertise these dates utilizing the HISD website and quarterly newsletters.	Baseline or benchmark data points: <ul style="list-style-type: none"> <li>• Clinic Schedule</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Medical Director for Residents</li> </ul> Obstacles: <ul style="list-style-type: none"> <li>• Commitment from Baylor Scott &amp; White each year</li> </ul>

## Glossary

**Extended School Day** – the time during, before, and after school that includes activities such as clubs, intramural sports, band 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.