

STUDENT WELFARE
WELLNESS AND HEALTH SERVICESFFA
(REGULATION)**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 involvement and input of these other interested persons by:

1. Posting on the District’s website the dates and times of the SHAC meetings.
2. Posting the SHAC information on the district’s website <https://www.friscoisd.org>

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 Chief Student Services Officer 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 measure and make available to the public the results of an assessment of the implementation of the District’s wellness policy, the extent to which each campus is compliant with the wellness policy, a description of the progress made in attaining the goals of the wellness policy, and the extent to which the wellness policy compares with any state- or federally designated model wellness policies. This will be referred to as the “triennial assessment”.

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

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

- Alliance for a Healthier Generation
- Child Nutrition Sharing Site (CNSS)
- Child Nutrition Services Administrative Reviews
- The District Developed Wellness Tool

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 post on the SHAC 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 triennial assessment; and
6. Any other relevant information.

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

RECORDS
RETENTION

Records regarding the District's wellness policy will be retained in accordance with law and the District's records management program. Questions may be directed to Chief Student Services Officer, the District's designated records management officer.

GUIDELINES AND
GOALS

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

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.

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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 SOLD

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

- <http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>
- <http://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks>
- <http://www.squaremeals.org/Publications/Handbooks.aspx>

The District has also incorporated the following stricter standard that is not prohibited by federal or state law:

- No preparation of food by deep fat frying.
- No sale of energy drinks.

EXCEPTION—
FUNDRAISERS

The District will not allow exempted fundraisers; all fundraisers will include non-food items, foods that meet the Smart Snacks standards, or foods that are not intended to be consumed at school.

FOODS MADE
AVAILABLE

There are currently no federal requirements for foods or beverages made available to students during the school day. However, each school district must set its own standards.

In addition, the District has established the following local guidelines on foods and beverages made available to students:

- Each school may designate three party days each year for celebrating holidays or events. All foods offered on school campus must meet or exceed the USDA Smart Snack in School Nutrition standard. The following website has information regarding Smart Snack requirements: <https://foodplanner.healthiergeneration.org/calculator/>

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- Classroom snacks brought by parents for their own children are recommended to meet the USDA Smart Snack in School Nutrition standard.
- Foods outside the local guidelines may be provided as part of the written and approved District educational curriculum or as part of a student's written individualized education plan (IEP).
- Food and beverages will not be used as a reward, or withheld as punishment for any reason, such as performance or behavior.
- Food outside the local guidelines may be provided by the school nurse as part of approved individualized health plan (IHP) or as needed based upon nursing assessment, for example crackers for an upset stomach.
- Extra-curricular programs (i.e. athletics, drama, band) may provide meals, drinks and snacks after school to students that are outside the local guidelines when traveling for a competition or event.
- Food deliveries during the school day for students will only be allowed from a parent or guardian. No outside deliveries of form from sources such as UBER, Lyft or restaurant delivery will be accepted.
- Foods provided as part of the curriculum or on waiver days must be inclusive for all students. Food allergies, diabetes, and other documented food-related special needs must be considered.

MEASURING
COMPLIANCE

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

NUTRITION
PROMOTION

Federal law requires that the District establish goals for nutrition promotion in its wellness policy. The District's nutrition promotion activities will encourage participation in the National School Lunch Program, the School Breakfast Program, and any supplemental food and nutrition programs offered by the District.

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

<p>GOAL: The District’s food service staff, teachers, and other District personnel shall consistently promote healthy nutrition messages in cafeterias, classrooms, and other appropriate settings.</p>	
<p>Objective 1: Healthy Nutrition messages are clearly present in the appropriate areas of each campus.</p>	
Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> The School staff will post healthful food messages in the dining and service areas. 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> District Developed wellness tool <p>Resources needed:</p> <ul style="list-style-type: none"> Educational flyers/posters, etc. <p>Obstacles:</p> <ul style="list-style-type: none"> Validity of self-reporting Funding
<p>Objective 2: Encourage positive nutritional habits with a variety of methods that create a healthy school environment.</p>	
Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> The Café staff will utilize marketing materials that promote healthy nutrition messaging provided by the Child Nutrition Services. The Café staff will display menu signs with the daily meal options. 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> District Developed wellness tool <p>Resources needed:</p> <ul style="list-style-type: none"> Professional Development for Child Nutrition Staff Menu signs and Menu boards <p>Obstacles:</p> <ul style="list-style-type: none"> Access to resources Validity of self-reporting

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<p>GOAL: The District shall share educational nutrition information with families and the general public to promote healthy nutrition choices and positively influence the health of students.</p>	
<p>Objective 1: Consistently post in an easily accessed location on the district’s website the breakfast and lunch menu’s with nutritional information.</p>	
<p>Action Steps</p>	<p>Methods for Measuring Implementation</p>
<ul style="list-style-type: none"> The Child Nutrition Department will ensure the menu is available to students and families. The Child Nutrition Department will promote use of the School Café website and mobile application. 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> District developed wellness tool <p>Resources needed:</p> <ul style="list-style-type: none"> Child nutrition website School nutrition management software <p>Obstacles:</p> <ul style="list-style-type: none"> Validity of self-reporting
<p>Objective 2: Provide on the district’s website nutrition resources for students, parents and the general public.</p>	
<p>Action Steps</p>	<p>Methods for Measuring Implementation</p>
<ul style="list-style-type: none"> The Child Nutrition Department will ensure nutrition messaging is consistent with the school health programs. The Child Nutrition Department will provide an opportunity to ask nutrition related questions via “Ask the Dietitian”. 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> District developed wellness tool <p>Resources needed:</p> <ul style="list-style-type: none"> Child nutrition website <p>Obstacles:</p> <ul style="list-style-type: none"> Validity of self-reporting

NUTRITION
EDUCATION

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

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

GOAL: The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors.	
Objective 1: Each campus will provide nutrition education through physical education and health education areas of curriculum.	
Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> Schools will collaborate to develop a plan to provide nutrition education within the curriculum. 	Baseline or benchmark data points: <ul style="list-style-type: none"> Lesson Plans District developed wellness tool Resources needed: <ul style="list-style-type: none"> Nutrition Education Curriculum Obstacles: <ul style="list-style-type: none"> Access to resources Nutrition education is only part of the curriculum

GOAL: The District shall make nutrition education a District-wide priority and shall integrate nutrition education into other areas of the curriculum, as appropriate.	
Objective 1: To establish integration of nutrition education into other areas of curriculum at each campus.	
Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> Schools will collaborate to develop a plan to provide nutrition education within other areas of the curriculum. 	Baseline or benchmark data points: <ul style="list-style-type: none"> District developed wellness tool Resources needed: <ul style="list-style-type: none"> Nutrition Education Curriculum Obstacles: <ul style="list-style-type: none"> See as only a PE/Health/Nurse/Café related item to teach

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GOAL: 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 1: The district will provide appropriate resources and training for campus staff responsible for nutrition education.	
Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> Determine resources and training that will be provided to the campus staff. 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> District developed wellness tool <p>Resources needed:</p> <ul style="list-style-type: none"> Training/educational material <p>Obstacles:</p> <ul style="list-style-type: none"> Access to resources

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 requirements for physical activity as mandated by Education Code 28.002(l)–(l-1) through the following:

- Elementary level:** students will engage in at least 30 minute per day or 135 minutes per week of moderate to vigorous physical activity through physical education classes and programs throughout the school year.
- Middle school level:** students are expected to participate in moderate or vigorous daily physical activity for at least 30 minutes a day, or at least 225 minutes per 2-week period for at least four semesters during those grade levels as part of the district's physical education curriculum.
- High school level:** students must earn 1.0 PE credit to satisfy graduation requirements. The District will follow state standards and guidelines set for high school PE.
- All School Levels:** Students will be moderately to vigorously active for at least 50% the time spent in physical education class sessions each week.

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-

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based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, encouraging walking and biking to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in “Physical Education” subsection).

Federal law requires that the District establish goals for physical activity in its wellness policy. In accordance with FFA(LOCAL), the District has established the following goal(s) for physical activity.

<p>GOAL: The District shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports.</p>	
<p>Objective 1: Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) will not be withheld as punishment for any reason. (This does not include participation on sports teams that have specific academic requirements.)</p>	
<p>Action Steps</p>	<p>Methods for Measuring Implementation</p>
<ul style="list-style-type: none"> Annual training to review district physical activity policies and practices for teachers and administrative staff. 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> District developed wellness tool <p>Resources needed:</p> <ul style="list-style-type: none"> Annual trainings for staff <p>Obstacles:</p> <ul style="list-style-type: none"> Staff attrition
<p>Objective 2: The District will ensure students have scheduled developmentally appropriate opportunities for physical activity and unstructured play breaks.</p>	
<p>Action Steps</p>	<p>Methods for Measuring Implementation</p>
<ul style="list-style-type: none"> All elementary schools will offer at least 40 minutes of outdoor (weather permitting) unstructured play breaks (a.k.a. “recess”) each day, split into at least two separate periods, throughout the school year. <ul style="list-style-type: none"> The district encourages hand-washing time, as well as time to put away coats/gloves, be built into the transition period/time frame and not cut into lunch time, recess time, or scheduled brain breaks. 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> District developed wellness tool <p>Resources needed:</p> <ul style="list-style-type: none"> 1-2 Sample master schedules for each of elementary, middle, and high school levels showing how to implement break times, transition time, and lunch time in an optimal way in the daily schedule <p>Obstacles:</p>

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<ul style="list-style-type: none"> ○ Recess is recommended to be scheduled before lunch, rather than after, whenever possible, as studies show this improves physical activity during recess, and healthy eating during lunch time. ○ Outdoor unstructured play breaks should be at least 10 minutes long, not including transitions, to allow for adequate time for students to become engaged in play mentally, socially, and physically. ○ These breaks will not be scheduled during the first 15 minutes or last 15 minutes of the bell to bell school day. ○ These unstructured play breaks will take place outdoors except when the outdoor temperature is above below District-set weather guidelines, or outdoor conditions pose an imminent safety risk to students. ○ When play breaks must take place indoors due to weather restrictions or safety concerns, students will be given multiple options for choice of activity. Options should preferably include activities that allow for social interaction between peers or physical movement. Time spent individually on an electronic device (Chromebook, iPad, phone, etc.) is not recommended by the district. ● At the middle and high school level, campuses are encouraged to offer a daily opportunity for a 15-30-minute flex break that allows for physical activity, social games, or unstructured activity as an option during advisory period or "Mega Lunch" 	<ul style="list-style-type: none"> ● Staff attrition ● Obtainable resources
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Objective 3: The District will ensure that its grounds and facilities are safe, and that equipment is available to students to be active

Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> ● Per the Consumer Product Safety Commission (CPSC) recommendations, playground equipment per shall be part 	Baseline or benchmark data points: <ul style="list-style-type: none"> ● District developed wellness tool

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<p>of a regular maintenance & operations program that involves inspections by an in-house Certified Playground Safety Inspector (CPSI), with maintenance & repairs conducted as needed to prevent accidents or minimize injuries from occurring.</p>	<p>Resources needed:</p> <ul style="list-style-type: none"> • CPSI-trained employee or contractor • CPSC recommendations • Maintenance log documenting dates of inspections and repairs at each campus (to be maintained by the district and shared with the campus) <p>Obstacles:</p> <ul style="list-style-type: none"> • Staffing • Funds
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GOAL: The District shall provide appropriate staff development and encourage teachers to integrate physical activity into the academic curriculum where appropriate.

Objective 1: Students will be given opportunities to take short breaks during long periods of instruction to stretch and move.

Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> • When possible, the Teachers are recommended to provide short (3-5 minute) social/physical activity breaks to students throughout the school day. These physical activity breaks will be a complement, not substitute, to physical education class, recess, scheduled “brain breaks,” and class transition periods. 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • District developed wellness tool <p>Resources needed:</p> <ul style="list-style-type: none"> • Staff development i.e. restorative practice <p>Obstacles:</p> <ul style="list-style-type: none"> • Time • Staff attrition

Objective 2: Teachers will look for opportunities to incorporate movement into their instruction

Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> • Teachers and campuses are encouraged to incorporate movement into academic instruction time through: <ul style="list-style-type: none"> ○ Kinesthetic learning approaches. ○ Flexible seating that allows for student movement. 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • District developed wellness tool <p>Resources needed:</p> <ul style="list-style-type: none"> • Flexible/alternative seating • Staff training on kinesthetic learning approaches <p>Obstacles:</p> <ul style="list-style-type: none"> • Staff training and attrition

	<ul style="list-style-type: none"> Funds
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GOAL: The District shall make appropriate before-school and after-school physical activity programs available and shall encourage students to participate.

Objective 1: Campuses will partner with community organizations and programs to facilitate after-school physical activity

Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> Each campus will work with their PTA and other community partners to facilitate programs, clubs, and events that encourage physical activity in students outside of school time. 	Baseline or benchmark data points: <ul style="list-style-type: none"> District developed wellness tool Resources needed: <ul style="list-style-type: none"> Community Partners Obstacles: <ul style="list-style-type: none"> Staff involvement Funds

Objective 2: Students will be encouraged to walk and bike to school where practical

Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> Each campus will encourage students to try walking and biking to school as part of a healthy lifestyle. To facilitate this each campus will: <ul style="list-style-type: none"> Ensure there are places for safely securing bikes. Place crossing guards strategically during school zone periods to help students get to and from school safely. Inform parents of National Walk to School Day and National Bike to School Day. 	Baseline or benchmark data points: <ul style="list-style-type: none"> District developed wellness tool Resources needed: <ul style="list-style-type: none"> Bike racks at each campus Crossing guards Email or other communication to parents Obstacles: <ul style="list-style-type: none"> Staffing Funds

<p>GOAL: The District shall make appropriate training and other activities available to District employees in order to promote enjoyable, life-long physical activity for District employees and students.</p>	
<p>Objective 1: Utilize the districts wellness coordinator as health knowledge resource/liaison</p>	
<p>Action Steps</p>	<p>Methods for Measuring Implementation</p>
<ul style="list-style-type: none"> Facilitate expanded learning opportunities for campus health staff (nurses, PE staff, and counselors) through the districts wellness coordinator or reputable organizations (such as American Heart Association), and provide regular opportunities for campus health staff to share their knowledge of the benefits of physical activity with other campus employees and students. 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> District developed wellness tool <p>Resources needed:</p> <ul style="list-style-type: none"> Resources will vary depending on the event <p>Obstacles:</p> <ul style="list-style-type: none"> Funds Staffing
<p>Objective 2: Staff are encouraged to take advantage of opportunities to participate in physical activity-based events and programs during and after the school day.</p>	
<p>Action Steps</p>	<p>Methods for Measuring Implementation</p>
<ul style="list-style-type: none"> Campus staff are recommended to look for opportunities to participate in physical activity during the school day, and to take advantage of times when students are also physically active (such as walking laps around the playground during recess and participating with the class when movement breaks are needed). Campus staff are also encouraged to collaborate with each other to come up with fun ways to support each other's physical health outside the normal school routine (for example, friendly competitions for reaching personal weight-loss goals or taking the most steps in a day). 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> District developed wellness tool <p>Resources needed:</p> <ul style="list-style-type: none"> Resources will vary depending on the school and staff. <p>Obstacles:</p> <ul style="list-style-type: none"> Staff participation

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GOAL: The District shall encourage parents to support their children’s participation, to be active role models, and to include physical activity in family events.

Objective 1: Parents and guardians will be given the opportunity to participate in at least 2 events annually either during or outside of school hours that involves physical activity and includes both parents and students.

Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> • Where possible, the district will incorporate a physical activity option into health fairs or other health awareness events that are free and open to families. • At the campus level, events can be done in partnership with the PTA or other organizations to provide parent participation in physical activity. 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • District developed wellness tool <p>Resources needed:</p> <ul style="list-style-type: none"> • Community partnerships • Newsletters and other methods of publicizing events <p>Obstacles:</p> <ul style="list-style-type: none"> • Staffing • Training • Funding

GOAL: 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 for use outside of the school day.

Objective 1: The district will make its recreational facilities easily accessible to the public whenever feasible.

Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> • Outdoor recreational facilities that are fenced or gated (such as campus playgrounds or tennis courts) shall remain open and unlocked outside of school-related use times. • Campus and district staff will make it easy for community members to find how to contact the appropriate person to reserve gyms and other recreational facilities outside of school-related use times and will strive to keep any associated rental costs reasonably low. 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • District developed wellness tool <p>Resources needed:</p> <ul style="list-style-type: none"> • Information regarding facilities reservations posted on the district website <p>Obstacles:</p> <ul style="list-style-type: none"> • Inadequate awareness of the resources available

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SCHOOL-BASED
ACTIVITIES

Federal law requires that the District establish goals for other school-based activities in its wellness policy to promote student wellness.

In accordance with FFA(LOCAL), the District has established the following goal(s) as part of its student wellness policy to create an environment conducive to healthful eating and physical activity and to promote and express a consistent wellness message.

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

Objective 1: Allow students an appropriate amount of time to eat meals in a comfortable environment.

Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> • The district shall provide students with a 30-minute lunch period each day and shall ensure that students have at least 20 minutes to consume their lunch while seated after purchasing. The district shall also provide students with a 15-minute breakfast before school and shall ensure that students who purchase a school breakfast have at least 10 minutes to consume their breakfast while seated after purchasing. • Campus administration will ensure adequate time is incorporated into the master schedule to meet lunch and eating time minimums. • Campus administration will make a plan for allowing students to finish lunch on days where lunch line is long (cutting into a student’s 20min of eating time), without being marked tardy in the next class. • Campus administration may review studies regarding recommended seat time for children to eat meals (available at: Journal of Child Nutrition & Management - School Nutrition Association and http://www.andjrnl.org/article/S2212-2672(15)01248-4/fulltext). 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • District Developed Wellness Tool <p>Resources needed:</p> <ul style="list-style-type: none"> • Averages for amount of time it takes to go through the breakfast/lunch line and be seated • Professional Development for Child Nutrition staff • Staff access to menu boards and positive health promotional materials • Proper signage and labels <p>Obstacles:</p> <ul style="list-style-type: none"> • Access to resources • Staff attrition • Scheduling conflicts (shorter schedule days)

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<ul style="list-style-type: none"> • Campus Food and Child Nutrition Staff will ensure the lunchroom is branded and decorated to positively reflect and support healthy images for body and food. 	
Objective 2: Provide a Clean and hazard free lunchroom environment	
Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> • Campus will ensure cleaning supplies or broken / unused equipment are not visible during meal services. • Campus will ensure trashcans are emptied when full and surrounding areas cleaned should spillage or overflow occur. 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • District Developed Wellness Tool <p>Resources needed:</p> <ul style="list-style-type: none"> • Staff access to professional development • Staff access to the Lunchroom Checklist • Custodial personnel and appropriate signage <p>Obstacles:</p> <ul style="list-style-type: none"> • Access to resources • Staff attrition

<p>GOAL: The District shall promote wellness for students and their families at suitable District and campus activities.</p>	
Objective 1: Provide wellness education and information to students, and their families.	
Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> • District designated staff will develop and post Wellness Calendar resource. • Campus counselor and/or Phys. Ed teacher will provide classroom lessons to students on emotional and physical wellness guidance lessons. • Campus counselor or district designated staff will promote wellness topics 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • District Developed Wellness Tool <p>Resources needed:</p> <ul style="list-style-type: none"> • National observance calendar • Frisco-based events calendar • Wellness guidance lessons • Approved resources <p>Obstacles:</p>

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<p>in campus newsletter/communication sent to parents.</p>	<ul style="list-style-type: none"> • Access to resources • Staff attrition
<p>Objective 2: Promote opportunities for participation in wellness activities to students, and their families.</p>	
<p style="text-align: center;">Action Steps</p>	<p style="text-align: center;">Methods for Measuring Implementation</p>
<ul style="list-style-type: none"> • Campus will use the District's event calendar to determine upcoming events and national observances to select wellness activities to be promoted. • Campus will post and communicate information about upcoming wellness activities through announcements, flyers, posters, and school District websites. • District administrative staff will encourage Campuses to host campus-based events, i.e., Family-Wellness Nights. 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • District Developed Wellness Tool <p>Resources needed:</p> <ul style="list-style-type: none"> • District Event Calendar • Flyers and posters to promote events • Family Wellness Event Fit Kits (put together by Physical Education Department) <p>Obstacles:</p> <ul style="list-style-type: none"> • Access to resources • Staff attrition • Funding for student and family wellness activities
<p>Objective 3: School-based use of screens and digital devices shall be done in a way that considers impact to students' mental, emotional, social, and physical wellness. (In preparation of implementing HB 3489 before the 2023-2024 school year).</p>	
<p style="text-align: center;">Action Steps</p>	<p style="text-align: center;">Methods for Measuring Implementation</p>
<ul style="list-style-type: none"> • The district will establish and adhere to evidence-based healthy limits to amount of time spent on screens at the elementary, middle, and high school levels (both for homework and for classroom use during the school day) and recommendations for frequency of screen breaks. • Teachers will look for opportunities to utilize pencil and paper, and white-board instruction, and hard copy books when possible, to provide appropriate balance and breaks from frequent screen use. • The district will allow for flexibility in format of assignments, tests, and 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • District Developed Wellness Tool <p>Resources needed:</p> <ul style="list-style-type: none"> • Teacher training for best practices for digital device use in classroom <p>Obstacles:</p> <ul style="list-style-type: none"> • Access to resources • Staff attrition

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<p>quizzes, and will ensure teachers understand that online platforms are not required or expressly preferred by the district, rather, it is up to the teacher to determine the best format for optimal learning.</p> <ul style="list-style-type: none"> IT will establish safeguards for all district devices that access the internet to help prevent access to inappropriate content. The district recommends each campus, in collaboration with the district IT department, will generate an annual campus screen time report showing average daily and weekly time spent by students on school-issued devices (or a random sampling of several devices) at each grade level each year. This report is recommended to be made available to teachers and parents. The screen time report shall not be used as justification to collect personal student information, communication, and activity that is considered protected under Texas law or district privacy policies. 	
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<p>GOAL: The District shall promote employee wellness activities and involvement at suitable District and campus activities.</p>	
<p>Objective 1: Provide wellness education and information to staff.</p>	
<p>Action Steps</p>	<p>Methods for Measuring Implementation</p>
<ul style="list-style-type: none"> District designated staff will develop and post Wellness Calendar resource. Campus counselor or district designated staff promote wellness topics in campus newsletter/communication sent to staff. 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> District Developed Wellness Tool <p>Resources needed:</p> <ul style="list-style-type: none"> National observance calendar Frisco-based events calendar Wellness guidance lessons Approved resources <p>Obstacles:</p>

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	<ul style="list-style-type: none"> • Access to resources • Staff attrition
Objective 2: Promote opportunities for participation in wellness activities to staff.	
Action Steps	Methods for Measuring Implementation
<ul style="list-style-type: none"> • Campus will use the District's event calendar to determine upcoming events and national observances to select wellness activities to be promoted. • Campus will post and communicate information about upcoming wellness activities through announcements, flyers, posters, and school District websites. • District administrative staff will encourage Campuses to host campus-based events, i.e., Staff Wellness Challenges. 	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • District Developed Wellness Tool <p>Resources needed:</p> <ul style="list-style-type: none"> • District Event Calendar • Flyers and posters to promote events <p>Obstacles:</p> <ul style="list-style-type: none"> • Access to resources • Staff attrition • Funding for staff wellness activities