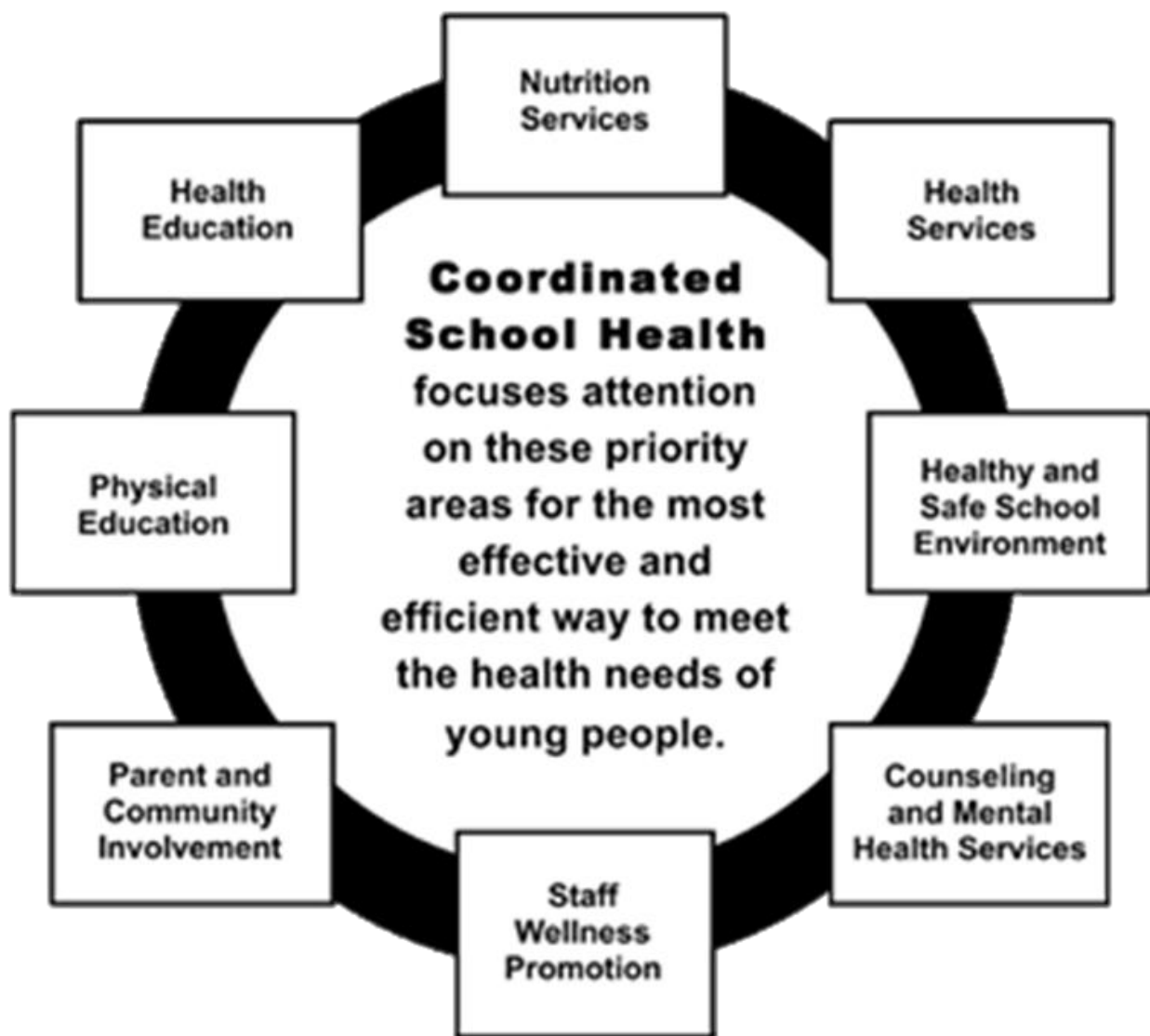


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College Station ISD Wellness Plan

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College Station Health Wellness Plan

The College Station ISD School Health Advisory Council (SHAC) works with the district to help school communities support good health/fitness for staff and students. The District (SHAC) is dedicated to ensuring an environment that also educates students about health and wellness. The SHAC is recommending that all eight components of Coordinated School Health should be primary focus areas for the Health and Wellness Plan for the District.

We Believe:

- The following components are included in Coordinated School Health: Staff Wellness, Counseling and Mental Health Services, Healthy and Safe School Environment, Health Services, Nutrition Services, Health Education, Physical Education, and Parent and Community Involvement
- It is the District's role, as part of the larger community, to model and actively practice, through policies and procedures, the promotion of family health, physical activity, and good nutrition
- Emotionally healthy students learn and succeed socially and academically
- Healthy children are the foundation of a healthy society
- Well-nourished and physically fit students are better able to learn
- Eating and exercise habits developed in childhood will affect students' health throughout their lives
- The cafeteria is a classroom; the cafeteria teaches what balanced, nutritious meals look like and how to demonstrate positive character traits at mealtime
- Staff morale is impacted by a higher level of commitment by the district regarding wellness of each employee in the district
- An integrated school, parent, and community approach is essential for enhancing the health and well-being of all students' development

Preamble

College Station Independent School 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 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. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students. In addition, students who engage in active transport to and from

school, recess, physical activity breaks, high-quality physical education, and extracurricular activities do better academically.

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

- The District should coordinate the wellness plan with other aspects of school management, including the District’s School Improvement Plan
- 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
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the plan

These guidelines apply to all students, staff, and schools in the District.

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (School Health Advisory Council) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

The membership (SHAC) will represent all school levels and include, but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff (ex: nurses, physicians, dentists, health educators, and other allied health personnel who

provide school health services), and mental health and social services staff (ex: school counselors, psychologists, social workers, or psychiatrists); school administrators (ex: superintendent, principal, vice principal), school board members; health professionals (ex: dietitians, doctors, nurses, dentists); and the general public. 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)...Student Activities Director will convene the (SHAC) and facilitate development of and updates to the wellness guidelines, and will ensure each school’s compliance with the document.

Each campus should designate a school wellness coordinator who will ensure compliance with the guidelines.

Committee Members 2014-2015

Name	Title	Email address	Role
Quinn Williams	School Board Member	quinn@qwconstruction.com	School Board Representative
Debe Shafer	Professor-Texas A&M University-Recreation, Park and Tourism Sciences	dshafer@tamu.edu	Chairperson
Diane Dahm	Director of Food and Nutrition-CSISD	ddahm@csisd.org	District Representative
Jennifer Nelson	Physical Education Instructor-Middle School	jnelson@csisd.org	District Middle School
Karen Westbrook	Physical Education Instructor-Middle School	kwestbrook@csisd.org	District Middle School
Alyssa Locklear	Professor-Texas A&M University-Department of Health & Kinesiology	alocklear@hlkn.tamu.edu	Community Representative-Parent
Valarie Reed	High School Counselor-CSHS	vreed@csisd.org	Parent

Alice Keys	Physical Education Instructor- Elementary School	akeys@csisd.org	District Elementary
Linda Morgan	Stakeholder in the District	garthmorgan@hotmail.com	Parent
Angie Solcher	Stakeholder in the District	angie.solcher@verizon.net	Parent
Bree Smith	Student Intern-Texas A&M University	breesmith14@tamu.edu	Student Intern in the District
Lisa Williams	Stakeholder in the District	lisa@leswilliams.org	Parent
Aimee Klein	Stakeholder in the District	amieklein602@tamu.edu	Student Representative
Mark E. Benden	Professor-CPE, PhD- Texas A&M University-Director of Ergonomics Center	mbenden@sph.tamhsc.edu	Community Stakeholder- Parent
Debra Kellstedt	Texas A&M Health Science Center- Project Director- Program on Healthy Aging, School of Public Health	kellstedt@sph.tamhsc.edu	Community Stakeholder- Parent
Jessica Paul	Brazos County Health Services	jpaul@brazoscountytexas.gov	Community Stakeholder
Jody Ford	Texas A&M University	j-ford@tamu.edu	Parent
Gina Malave	VIP	Ginamalave@gmail.com	Parent
Josh Varner	Government Agency	jvarner@cstx.gov	Parent
Karen Beathard	Professor-Texas A&M University	kbeathard@tamu.edu	Community Stakeholder

Kim Varner	VIP	kimvarner7@gmail.com	Parent
Nicole Bellows	Health and Wellness- Aerofit	nicole.b@aerofitclubs.com	Community Stakeholder- Parent
Ted Hajovsky	Blinn College- Advisor to the President	thajovsky@blinn.edu	Community Stakeholder- Parent
Tracy Sanders	VIP	tracybruce4@verizon.net	Parent
Lisa Nelson	CSISD-Health Service Provider- Early Childhood Education	lnelson@csisd.org	District Representative
Sherry Jennings	VIP	Sjennings@aggienetwork.com	Parent
Jane Sielken	District Nurse	jsielken@csisd.org	District Representative
Dianne Dusold	District Nurse	ddusold@csisd.org	District Representative
Ernest Reed	Director of Student Activities	ereed@csisd.org	District Liaison

II. Wellness guideline 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 document. The plan delineates roles, responsibilities and actions related to implementation.

This wellness document can be found at the district website.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness guidelines at CSISD. Documentation maintained in this location will include but will not be limited to:

- The District Wellness Plan
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit SHAC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of progress reports for each campus related to the plan
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness plan and triennial assessments are made available to the public and (2) Efforts to actively notify families about the availability of wellness policy

Annual Progress Reports

The SHAC will compile and publish an annual report to share at the April school board meeting. This document will include, but is not limited to:

- The website address for the wellness guidelines and/or how the public can access a copy of the wellness document
- A description of each school's progress in meeting the wellness goals in accordance with their Campus Improvement Plan
- A summary of each school's events or activities related to wellness policy implementation
- The name, position title, and contact information of the designated District leader(s) identified in Section I
- Information on how stakeholders can get involved with SHAC

The SHAC will establish and monitor goals and objectives for the District's schools, specific and appropriate for each campus of the content-specific components listed in Sections III-V of this document.

- The District will track, analyze, and report on any correlations between improvements in health-promoting environments with education outcomes such as: absenteeism, disciplinary referrals, test scores, average grades, or health measures such as consumption of whole grains, fruits, or vegetables through the school meal programs or BMI, or psycho-social measures such as self-reported "connectedness," or other school climate measures. The District is encouraged to collaborate with local research institutions and universities.

- The District will also track and annually report other related information such as: findings from food safety inspections, aggregate participation in school meals programs, income reported from competitive food sales, fundraising revenues, and other such information, as feasible.

Assessments

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

- The extent to which campuses are in compliance with the wellness guidelines
- A description of the progress made in attaining the goals of the District's wellness document

The SHAC, in collaboration with individual campuses, will monitor compliance with this wellness plan.

Revisions and Updating the Document

The SHAC will update or modify the wellness document based on the results of the annual progress reports 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 guidelines 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 document. 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 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 other important school information with parents. The District will actively notify the public about the content of or any updates to the wellness document annually, at a minimum.

III. Nutrition

School Meals

The District is committed to serving healthy meals to children that are in compliance with federal regulations. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

The District establishes the following goals to create an environment conducive to healthful eating and to express a consistent wellness message through other school-based activities:

- Sufficient time will be allowed for students to eat meals in lunchroom facilities that are clean, safe, and comfortable. A pleasant cafeteria environment will be maintained that is conducive to students eating, while allowing for socialization.
- It is encouraged that elementary campuses schedule recess before lunch. Recess before lunch has many benefits seen by researchers including:
 - students return to class ready to learn
 - less food waste
 - students drink more milk and eat more
 - fewer discipline problems
 - fewer visits to the school nurse

Nutrition Guidelines

The District shall ensure that nutrition guidelines for reimbursable school meals shall be at least as restrictive as federal regulations and guidance and that all foods sold on campus during the school day meet both the federal regulations for Smart Snacks and state regulations for Competitive Foods. These standards apply in all locations and through all services where foods and beverages are sold, which may include but are not limited to ala carte options in cafeterias, vending machines, school stores and fundraising sales.

In addition to legal requirements, the District shall:

1. Provide teachers with education and guidelines on the use of food as a reward or punishment in the classroom and cafeteria and
 - a. Student food choices in the school cafeteria shall not be limited by district staff as a punishment.
 - b. Non-food rewards are to be encouraged whenever possible.

- c. Coaches should be educated on the importance for athletes to eat after morning exercise routines.
2. Recommend that healthy food and beverage options be included at concessions at school-related events outside of the school day.
3. Student food allergies shall also be considered when providing food in the classroom.
4. Non-food fundraisers will be encouraged including those that promote physical activity such as walk-a-thons, jump rope for heart, fun runs, etc. Food fundraisers outside of school hours should include healthy options.

Wellness Goals-Nutrition Education

The District shall implement, in accordance with law, a coordinated health program with a nutrition education component and shall ensure that the health course curriculum (TEKS) related to nutrition is taught.

Students shall receive nutrition education that fosters the adoption and maintenance of healthy eating behaviors.

Staff responsible for nutrition education shall be adequately prepared and shall participate in professional development activities to effectively deliver the program as planned.

The food service staff and other personnel shall coordinate the promotion of nutrition messages in the cafeteria, classroom, and other appropriate settings.

All campuses will participate in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).

- The District child nutrition program will accommodate students with special dietary needs with a signed note from their physician
- Students will be allowed at least 10 minutes to eat breakfast and at least 15 minutes to eat lunch, counting from the time they have received their meal and are seated as possible. 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 aims to teach, model, encourage, and support healthy eating by 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
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise)

Water

To promote hydration, free, safe, and unflavored drinking water will be available to all students throughout the school day and throughout every campus. The District will make drinking water available where school meals are served during mealtimes via drinking fountains or container of water. In addition, it is suggested that students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

For the purposes of this document, the school day is defined as midnight the day prior until 30 minutes after the end of the last class period.

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 (i.e., “competitive” foods and beverages) shall meet the USDA Smart Snacks in School nutrition standards and Texas rules for competitive foods, 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 are available at:

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

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 meet or exceed the USDA Smart Snacks nutrition standards and Texas rules for competitive foods. 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, ala carte options in cafeterias, vending machines, school stores, and snack or food carts and food sold for fund raising sales during the school day by the Smart Snack regulation.

The following competitive food rules in Texas are effective July 1, 2014.

1. Deep Fat Fryer Prohibition

Texas public, charter and private schools that participate in the National School Lunch Program or School Breakfast Program may not utilize deep-fat frying as a method of on-site preparation for foods served as part of reimbursable school meals or for foods sold or provided to students on the school campus during the school day

2. Soft Drink Prohibition

Soft drinks may not be sold during the school day to any age/grade group in Texas public, charter and private schools that participate in the National School Lunch Program or School Breakfast Program. For purposes of this section, soft drinks are defined as non-juice, carbonated beverages that contain natural or artificial sweeteners

3. Time and Place Restrictions Policy effective September 1, 2014

- a. An elementary school campus may not serve competitive foods (or provide access to them through indirect sales) to students anywhere on the school campus throughout the school day except for those food items made available by the school food service department
- b. A middle or junior high school campus may not serve competitive foods (or provide access to them through indirect sales) to students anywhere on the school campus from 30 minutes before to 30 minutes after meal periods except for those food items made available by the school food service department
- c. High schools may not serve competitive foods (or provide access to them through indirect sales) to students during meal periods in areas where reimbursable school meals are served and/or consumed except for those food items made available by the school food service department

Celebrations and Rewards

It is recommended that food offered on the school campus is healthy and that high sugar and fat foods be limited. This includes food offered through:

1. Celebrations and parties: It is recommended that celebrations and treat or party day be limited to no more than 3 per campus each year and occur after lunch. The 3 days may be decided by each campus principal to fit their needs. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the [Alliance for a Healthier Generation](#) and from the [USDA](#)

2. Classroom snacks brought by parents: It is recommended that birthdays are celebrated no more than once a month for each classroom. The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
3. Rewards and incentives: 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 both the USDA Smart Snacks in Schools nutrition standards and state rules for Competitive Foods in Texas may be sold through fundraisers on the school campus during the school day. The Texas rules can be found at www.squaremeals.org. Fundraisers during school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards.

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, parents, students, and the community.

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 guidelines.

IV. **Physical Activity and Physical Education**

The District shall implement, in accordance with law, a coordinated health program with physical education and physical activity components and shall offer at least the required amount of physical activity for all grades.

In addition, the District will encourage teachers to integrate physical activity into the academic curriculum where appropriate. The District establishes the following goals to create an environment conducive to physical activity and to express a consistent wellness message through other school-based activities:

- Children and adolescents are encouraged to participate in 60 minutes of physical activity every day
- A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities.

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). The district will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

Physical Education

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

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 District elementary students in each grade will receive physical education for at least 150 minutes per week throughout the school year. To continue exceeding state requirements, students will participate in daily physical education through sixth grade.

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

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions
- All physical education teachers and aides will be required to participate in at least once a year professional development in education
- All physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education
- All coordinated Health and Wellness Curriculum must be approved by the District School Health Advisory Committee (SHAC).
- 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
- Teachers and other school staff will receive training to promote enjoyable, life-long physical activity for themselves and students

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

Recess (Elementary)

All elementary schools will offer at least 20 minutes of recess on all or most days during the school year. When recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. Students will be allowed outside for recess except when outdoor temperature is above/below District-set temperature, inclusive of wind chill factors, during storms with lightening or thunder, or at the discretion of the building administrator based on his/her best judgment of safety conditions.

Recess will complement, not substitute for, 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.

Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students should be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District will provide resources and links to

resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

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

Active Transport

The District encourages active transport to and from school, such as walking or biking. The District will support this behavior by engaging in the following activities:

- Designation of safe or preferred routes to school
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage for bicycles and helmets
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Crossing guards are used
- Crosswalks exist on streets leading to schools

V. Health Education

To complement the promotion of health and wellness in the District, the District will teach students at all school levels about the negative health consequences related to tobacco use, drug use, alcohol use, and the use of performance-enhancing drugs. The district will support all mandates from the state such as: asthma education for second graders, CPR for graduating seniors, and fitness grams for grades 3-12.

The District will include in the health education curriculum the following essential topics:

- 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 learning process
- How an inactive lifestyle contributes to chronic disease
- Five components of health-related fitness- cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session- 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
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

VI. Parent and Community Involvement


The District will coordinate and integrate other initiatives related to physical activity, nutrition, and wellness components so all efforts are complementary and work towards promoting student well-being.

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 SHAC.

All school-sponsored events should adhere to the wellness guidelines. All school-sponsored wellness events should include physical activity opportunities.

Community Partnerships

The District will develop, enhance and continue relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation (such as the requirement for seniors to participate in CPR training). Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals. We understand that an integrated school, parent and community approach for enhancing the health and well-being of students must be a strong component in our approach to good health.



Parent/Family Partnerships

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.

VII. Staff Wellness and Health Promotion

The District is committed to supporting the health and well-being of all employees by providing opportunities to increase health and wellness education:

1. Acknowledge staff wellness at the first meetings of all employees at the beginning of the school year by requesting that the Superintendent and Administrators stress the importance of health and wellness for all employees
2. Encourage active participation by employees with a reward system
3. Promote health and wellness in all staff activities throughout the school year
4. Under the direction of the SHAC, form a staff wellness subcommittee that identifies and disseminates wellness resources in coordination with human resources and staff
5. Provide opportunities for school staff to improve their health status through activities such as wellness fairs that would include health assessments, and health related fitness activities
6. Offer healthy food options at faculty and staff events

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills 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/effort.

VIII. Counseling and Mental Health Services

The District is committed to supporting social and emotional wellness in relation to Counseling and Mental Health Services. The District is committed to supporting the health and well-being of all students in the district by providing:

1. Staff development related to Mental Health Services for all Counselors
2. The necessary services to improve mental, emotional and social health through individual and group assessments, interventions and referrals
3. Support for students in high-risk situations to prevent dropouts

4. Cultural competence, collaboration, and equity in access to help all families achieve and maintain social and emotional wellness through SHAC and community partnerships.
5. A recommendation for an Intervention Specialist position in Student Support Services
6. Increased focus on current and emerging mental health issues and research to determine the need to provide additional resources (staff and funding) to meet the growing needs of our students

IX. Healthy and Safe School Environment

The District commits to supporting a healthy and safe school environment in all grades throughout the school district. Including in these expectations are the physical and aesthetic surroundings, the psychosocial climate and culture of each school. The factors that influence the physical environment include the school building, surrounding areas and anything present that create a safety hazard, including air quality in each school. The most important social condition of the schools can affect the psychological environment and can emotionally affect the well-beings of students and staff.

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 physical environment can either support or hinder student achievement. Research suggests that stress and perceptions of fear among students greatly reduce academic performance. Students have been shown to perform better in facilities that are attractive, functional, safe and secure. A healthy school environment should include:

- A feeling of support by students from administrators, teachers and peers to reach their full potential
- A safe environment free from drugs and weapons
- A positive affiliation with the school environment by the student population
- Acknowledgement that students are more likely to remain academically engaged and less likely to be involved in misconduct at school
- Identification of each campus as a safe haven for students and staff. In an effort to improve upon school safety and security, Texas has enacted legislation addressing requirements pertaining to school-base emergency planning and other areas impacting the daily school environment (e.g., bullying, sexting, school violence)
- Components of district plans and decision making, Texas Education Code (11.252) not only related to evaluating and improving student academic achievement, but requires districts to adopt special programs addressing suicide prevention, dyslexia, conflict resolution and violence prevention



Student and Staff Health Services

The District supports a school nurse on each campus. The primary purpose of each nurse is to implement comprehensive programs of health services and strengthen and facilitate the educational process by improving and protecting the health status of students/ staff. Nurses identify and assist in the removal or modification of health related barriers to learning and promote health education and preventative health practices for students, faculty and staff. The District adheres to the immunization requirements of students according to TDSHS. The SHAC recommends that the District addresses the wellness and health services.

UIL/Marching Band/Cheerleading/Dance Team Participation


A student desiring to participate in the UIL athletic program, marching band, cheerleading or dance team shall submit a statement from a health care provider authorized under UIL rules indicating that the student has been examined and is physically able to participate in the athletic program, marching band, cheerleading or dance team. This examination is required each year for all grades 7-12th prior to participating in UIL activities and must be completed on the Pre participation Exam form (PPE).

School Health Advisory Teams Self-Assessment

It is important for our SHAC Team to assess how well the wellness document is working. The following are some questions this committee will address moving forward with these responsibilities each year:

- Do the schools and community recognize SHAC as a valuable asset in promoting the health of students and school staff?
- Has an understanding of SHAC and its value to the schools and community emerged as a result of this leadership?
- Has there been sufficient orientation given by the district liaison for these responsibilities?
- Does each member understand their role and what is expected?
- Is there an emphasis on all eight components within the health and wellness plan?
- Are the SHAC plans in line with the goals of the school board/district?
- Is the designated chairperson providing positive and productive leadership to the committee?

Implementation--The Director of Student Activities, the Director of Child Nutrition and SHAC shall oversee the implementation of this document and shall develop



administrative procedures for periodically measuring the implementation of the wellness guidelines.

Glossary:

Extended School Day - time during before and an afterschool activity that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, 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 - midnight the night before to 30 minutes after the end of the instructional day.

Appendix A: School Level Contacts

School	Name	Title	Email Address	Role
A&M Consolidated High School				
College Station High School				
A&M Consolidated Middle School				
College Station Middle School				
Cypress Grove Intermediate School				
Oakwood Intermediate School				
College Hills Elementary School				
Creek View Elementary School				
Greens Prairie Elementary School				



Forest Ridge Elementary School				
Spring Creek Elementary School				
Pebble Creek Elementary School				
Timber Academy High School				
South Knoll Elementary School				
Southwood Valley Elementary School				
Rock Prairie Elementary School				