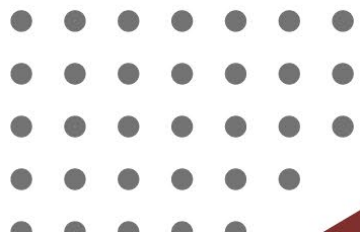




PROGRAM EVALUATION

Wellness Policy Triennial Assessment

March 2024



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EXECUTIVE SUMMARY

The FBISD Wellness Policy (FFA LOCAL) aims to cultivate a culture that equips students with skills for healthy life choices, covering nutrition, mental health, wellness, and physical activity. Developed in collaboration with the School Health Advisory Council, the district policy focuses on promoting overall student wellness through various activities like nutrition education and physical activity.

This program evaluation report satisfies the Wellness Policy Triennial Assessment required for school district wellness policies. The scope of the evaluation included the required components assessing campus compliance with the wellness policy, comparing the district policy with model and other district policies, and evaluating progress made towards individual wellness goals. Data sources included policy and document reviews, stakeholder feedback through surveys, and campus/district wellness assessments. A summary of each research question and the associated findings are provided below:

Evaluation Question 1: To what degree did campuses comply with wellness policy components?

The majority of FBISD campuses reported high degrees of compliance with wellness policy components. This was measured through the number of campuses receiving Gold distinctions on the annual campus wellness assessments.

Evaluation Question 2: How does FBISD's wellness policy compare with other districts?

FBISD scored higher overall than comparative districts in the comprehensive and strength scores based on the WellSAT 3.0 evaluation tool. There were some categories of the WellSAT where FBISD did not outperform neighboring districts such as nutrition education and competitive foods/beverages where some refinement may be needed.

Evaluation Question 3: What progress was made in attaining the district's wellness goals around School Nutrition, Nutritional Education, Nutrition Promotion, Physical Activity, and Other School-Based Activities?

Progress towards achieving district wellness goals varied across categories like Nutrition Education, Nutrition Promotion, Physical Activity, and Site-Based Activities. Report findings indicated that some misalignment existed between what campuses indicated on wellness assessment and what campus staff shared through wellness surveys. Based on the results, a need for continuing ongoing professional development to support students and staff implementation of wellness policy components became evident. Refinement is also needed in connecting the coordinated health programs to campus improvement plans.

Key Recommendations to improve the wellness policy (FFA LOCAL) implementation and progress towards our goals centered around the streamlining and alignment of policy and procedures to ensure effective implementation. This can be accomplished through collaborative efforts, greater accountability and progress monitoring measures, communication structures, and targeted professional development.

The full report that follows will provide additional details about how the district wellness policy supports nutritional, mental, and physical health, describe the purpose and scope of this evaluation, explain the methodology used to analyze the implementation of the District's wellness policy, and describe key findings and recommendations for the policy implementation.

PROGRAM DESCRIPTION

The Fort Bend Independent School District (FBISD) believes that the District should develop a culture to inspire and equip students with skills to make healthy life choices about nutrition, mental health, wellness, and physical activity to ensure overall whole child wellness. The FBISD wellness policy (FFA LOCAL) is developed in collaboration with the School Health Advisory Council (SHAC), which comprises of stakeholders from the district and community members. The wellness policy's objectives are to promote the general physical, mental/emotional, social wellness, and safety of all students through nutrition education, physical activity, and other school-based activities. To ensure compliance with District, state, and federal guidelines, the effectiveness of the wellness policy is evaluated at least once every three years through the triennial assessment.

The FBISD Wellness Policy (FFA LOCAL) divides the district wellness goals into five major categories:

- Wellness,
- Nutrition Education,
- Nutrition Promotion,
- Physical Activity, and
- Other School-Based Activities. The School-Based Activities category includes areas such as Health Services, Mental Health, Trauma-Informed Care, and connections to the Campus Improvement Plans.

The implementation of the Wellness Policy (FFA LOCAL) involves coordination across several departments, including Social Emotional Learning & Comprehensive Health, Child Nutrition, and the Department of School Leadership. Individual campuses play a critical role in the fidelity of policy implementation through the campus wellness committees and various campus activities that support and promote wellness across the community.

PURPOSE AND SCOPE OF EVALUATION

The purpose of this evaluation is to comply with the requirement that a triennial evaluation be conducted by the District to evaluate the wellness policy, compliance with the wellness policy, and assess the implementation of the District wellness plan (FFA LOCAL). To accomplish this a **process/implementation** evaluation was conducted.

During the Fall and Spring 2023, the Strategic Planning Department partnered with the Social Emotional Learning Department to conduct the triennial wellness assessment to determine the fidelity of implementation, compare to model wellness policies, and evaluate progress towards wellness goals. This evaluation will be used to inform the SHAC on the current implementation in FBISD to inform any possible recommendations for policy revision to the Board of Trustees.

The scope of the evaluation consisted of three categories of data including:

- Policy and Documentation Review
- Stakeholder Feedback
- Campus/District Wellness Assessments

Evaluation Questions- The following specific evaluation questions were used to guide the data collection, analysis, and reporting:

1. To what degree did campuses comply with wellness policy components?
2. How does FBISD’s wellness policy compare with other districts?
3. What progress was made in attaining the District’s wellness goals around School Nutrition, Nutritional Education, Nutrition Promotion, Physical Activity, and Other School-Based Activities?

METHODOLOGY AND RESULTS

In this section of the report, you will find details on the data sources used during the evaluation, how the triennial assessment was conducted, and highlights from the data analysis results for each component of the triennial assessment.

The previous triennial wellness policy assessment was not available for comparison. As a result, comparative data from the three-year review period is included in the evaluation where possible, but an analysis of progress from the previous evaluation was not possible.

EVALUATION DATA SOURCE DESCRIPTIONS

This evaluation involved reviewing various sources and types of data. The section below describes each of the data sources and categories used in the evaluation process including Policy and Documentation, Stakeholder Feedback, and Campus/District Wellness Assessments. The information from these data sources was used to evaluate progress for individual relevant wellness goals, and detailed information can be found in **EXHIBIT A** for each wellness goal.

- Policy and Documentation Review. The wellness evaluation required multiple sets of district and campus documents in various departments to determine compliance and implementation levels. This included the review of Board Policy documents, website links, public handbooks, district documentation, and the review of campus master schedules. Here’s a brief description of how each data source was reviewed and used in the evaluation process.
 - District staff scrutinized policy documents, including FFA(LOCAL), to assess compliance and ensure alignment with federal and state legislative requirements.
 - The FBISD Student and Parent Handbook was reviewed to verify consistent communication and accessible wellness information was shared with district families.
 - FBISD Curriculum Groups were reviewed to ensure wellness priorities are effectively integrated into the curriculum and provided to instructional staff.
 - The School Café app (for school lunches) was evaluated for its adherence to nutritional guidelines, promotional standards, and to ensure healthy food choices were available to students.
 - The Child and Nutrition Department website’s compliance with posting requirements and community engagement expectations were verified against the wellness policy.
 - Campus Recess Guidelines were examined to ensure they convey clear expectations and instructions to staff regarding recess requirements.

- Campus Master Schedules outlines and templates were analyzed to confirm they meet the number of mandated minutes for PE classes and provide adequate recess time as detailed in the wellness policy.
- Stakeholder Feedback was collected via the Campus Staff Survey and Student Engagement Survey. Questions focused on observable components of the wellness policy being implemented and associated perception or belief statements.

Campus Staff Survey:

In January 2024, campus staff members received the Wellness Policy Survey, which collected data on the perceived implementation of policy components. For a summary of all survey responses, please see **EXHIBIT B**.

The breakdown of the survey participants is shown in the table below:

Stakeholder Group	Number of Participants	Percent of the Total Respondents
Teachers	412	64%
Campus Administrators	35	5%
Instructional Staff	34	5%
Paraprofessional	126	20%
Other Campus Staff	38	6%
Total Staff	675	
Elementary Staff	309	48%
Secondary Staff	329	52%

Student Engagement Surveys:

Student Engagement Surveys are administered each spring in FBISD to students in grades 3 - 12. The results from the 2022 – 23 student engagement surveys were included in this wellness evaluation as health and wellness questions were added to the 2022- 23 survey administration.

- Campus/District Wellness Assessments provide a structured analysis of the district policy and campus compliance within the policy components. Below is a brief description of the campus and district wellness assessments used in the evaluation, with further details on specific results will be shared later in this report section.

WellSAT 3.0: This is a quantitative assessment tool designed to evaluate and improve local school wellness policies. It consists of a 67-item assessment that allows districts to identify the strengths and areas for improvement within the wellness policy by providing a quantitative score for comprehensiveness and strength. A copy of the complete WellSAT 3.0 survey tool can be found [here](#).

Campus Wellness Assessment: This is a district-developed tool completed annually by each Campus Wellness Committee to self-report the level of compliance to the district wellness policy (FFA LOCAL). Campuses receive scores based on points earned to

achieve Gold, Silver, or Bronze Distinctions from the District. The overall results are shared in the next section.

CAMPUS COMPLIANCE WITH WELLNESS POLICY COMPONENTS

The Campus Wellness Assessments are a district-made annual survey completed by each Campus Wellness Committee or principal to evaluate and self-report the campus’ implementation of wellness policy components.

The assessment questions are grouped into categories including Wellness Committee, Health & Nutrition Education, Nutrition Education & Promotion, Breakfast & Lunch, Recess, Physical Activity/Physical Education, Health Services, Mental Health & Trauma Informed Care, Campus Improvement Plans, and Other Site-Based Activities.

The Campus Wellness Committee reviews the questions and indicates their alignment to the descriptors with a Yes or No response. Each “Yes” counts as one point for scoring, and the total points are tabulated at the end of the survey. Based on the total number of possible points, district staff have created distinction levels a campus can earn related to the percentage of points achieved. Those distinction levels are Gold, Silver, or Bronze. The number of points needed for each level varies slightly between elementary, middle, and high school campuses due to the number of questions asked relevant to each campus level. Due to changes in the campus wellness assessment, a summary of the information from the 2022 – 23 administration is included in the evaluation. This evaluation used comparative data from the 2021 – 22 campus wellness assessments to show growth or regression where possible. Below you find a summary table that indicates the number of campuses that earned each level of distinction for the 2022 – 23 campus wellness assessments.

Overall Summary FBISD Campus Scores 2022 – 23 Campus Wellness Assessments			
Campus Level	Percent of Campuses at Gold Level	Percent of Campuses at Silver Level	Percent of Campuses at Bronze Level
FBISD Overall	89% (72)	10% (8)	1% (1)
Elementary	96% (50)	4% (2)	0%
Middle School	87% (13)	13% (2)	0%
High School	73% (8)	27% (3)	0%
Specialty Schools	33% (1)	33% (1)	33% (1)

The majority of FBISD campuses earned the highest Gold Level distinction offered by the Social Emotional Learning & Comprehensive Health (SEL&CH) department, indicating a high degree of compliance with wellness policy components. The specific survey questions have changed over the last three years, with the 2022 – 23 survey including questions around Mental Health & Trauma Informed Care and Health Services were added for the first time. For details on campus-specific scores on the Campus Wellness Assessment, please see **EXHIBIT C**. Copies of the 2022 – 23 Campus Wellness Assessment questions can be found in **EXHIBIT D**.

District staff compared these results to those of previous Campus Wellness Assessments, and some key highlights from that comparison are listed below.

- Nutrition Education & Promotion: Communication with the community about the campus food and nutrition program increased by 6% for elementary school, 40% for middle school, and 27% for high school compared to the previous school year.
- Wellness Committee: Between 80 and 83% of campuses reported that their Campus Wellness Committee meets at least 4 times a year. However, less than 80% of middle and high school campuses reported inviting various stakeholders to the Campus Wellness Committee each year.
- Breakfast and Lunch: Between 85 and 93% of campuses reported prohibiting silent lunch as punishment (except for safety reasons). Additionally, 100% of campuses reported providing at least 10 minutes for breakfast and at least 20 minutes for lunch, which was an increase of 2-7% from last year.
- Physical Activity: More campuses reported offering at least one event annually that involves physical activity and invites parents. The increase was significant at the middle school (67% to 93%) and high school levels (73% to 82%).
- Health Services: All campuses reported having an employee designated to administer and manage medication administration, including epinephrine.
- Mental Health and Trauma Informed Care: Campuses responded to new questions on the assessment related to the implementation of Mental Health supports and reported moderate to high levels of implementation from all campus levels (63-100%). The lowest area of implementation was the regular check-ins between Campus Mental Health Liaisons (CMHL) and principals/administrators.
- Other Site-Based Activities: Secondary campuses reported decreases in the promotion of community wellness events (-7% for middle school, -27% for high school). However, there were increases reported at elementary and middle school campuses in providing multiple opportunities throughout the school year where students and families can receive health and wellness information (+12% for elementary, +30% for middle school).

WELLNESS POLICY COMPARISONS

As part of the Wellness Policy Triennial Assessment, The FBISD Wellness Policy, as listed in Board Policy FFA(LOCAL), is required to be compared to model wellness policies. The FBISD wellness policy was evaluated and compared to the model wellness policy and those of other public-school districts in Texas using the WellSAT 3.0 instrument. The WellSAT 3.0 is a tool used to evaluate school wellness policies based on the degree to which they address 67 policy items that are categorized into six sections including: Nutrition Education, Standards for USDA Child Nutrition Programs, Competitive Foods and Beverages, Physical Education, Physical Activity, and Wellness Promotion.

The WellSAT 3.0 provides two scores for each section: a comprehensiveness score, which reflects the extent to which recommended content areas are covered in the policy, and a strength score, which describes how strongly policy content is stated. Both scores range from 0-100, with lower scores indicating less content and weaker language and higher scores indicating more content and use of

specific and directive language. The SEL&CH department utilized the WellSAT 3.0 tool to compare scores for FBISD to several Texas districts and the results are summarized in the chart below.

Summary of Texas District Comparisons using the WellSAT 3.0		
District	Overall District Policy Score	
	Comprehensive Score (Percent of items with a score above 0)	Strength Score (Percent of items with highest rating)
Fort Bend ISD	72.3	64.0
Katy ISD	16.7	4.2
Austin ISD	52.0	22.8
El Paso ISD	44.7	20.7
Lamar ISD	45.3	21.5
Dallas ISD	3.3	0.0

FBISD’s overall comprehensive and strength score was higher than the five comparative districts used in the analysis. For a more detailed look at how FBISD’s scores compared in all six sections of the WellSAT 3.0 scoring see **EXHIBIT E**. Some key highlights from the cross-district comparisons are listed below:

- Section 1 - Nutrition Education: Austin & El Paso ISD scored 100 in comprehensive, slightly higher than FBISD's 87.5. However, FBISD's strength score of 75 surpassed Austin and El Paso's strength scores of 20 and 30, indicating that although Austin and El Paso ISD had slightly higher comprehensive scores, FBISD’s nutrition education policies were stronger and comparably comprehensive.
- Section 2 - Nutrition USDA Meals Program: Lamar ISD scored 50 in comprehensive, slightly higher than FBISD's 40, with both districts having a strength score of 30. This suggests that FBISD's policies for Nutrition and USDA Meals Programs are similarly strong and comprehensive compared to other districts.
- Section 3 - Nutrition Competitive and Other Foods and Beverages: Austin ISD and FBISD had similar comprehensive scores (76.9 and 69.23 respectively), but FBISD's policies were stronger with strength scores of 69.23 and 30.7 respectively, indicating FBISD’s policies about foods and beverages were more direct and specific when compared to Austin ISD.

In remaining sections of the WellSAT 3.0 (sections 4 - 6), FBISD scored the highest in both comprehensive and strength scores compared to the other districts, which demonstrates the comprehensiveness and strength built into the FBISD Wellness Policy.

PROGRESS ON DISTRICT WELLNESS POLICY GOALS

As part of the Wellness Policy Triennial Assessment, district staff members reviewed data that supported the individual goals as set in Board Policy FFA(LOCAL) to determine progress made towards achieving the District Wellness Goals.

To determine progress toward each goal, relevant data and supporting documents were reviewed and then each goal was designated using the color codes and definitions below:

- **GREEN**- “Met” goal, at least 85% of campuses or stakeholders indicate compliance or achievement of the stated goal, and/or multiple sources of evidence support a strong level of implementation of the goal.
- **YELLOW**- at least 70% of campuses or stakeholders indicate compliance or achievement of the goal and/or there are various degrees of compliance evident between multiple data sources.
- **RED**- less than 70% of campuses or stakeholders indicate compliance or achievement of the goal, there are wide variations in perceptions, and/or there is little evidence to support the successful implementation of the goal.

For each goal category, an overall percent of goals that were “Met” are provided.

The chart below summarizes the findings related to each goal category taken from Board Policy including Wellness Goals, Nutrition Education, Nutrition Promotion, Physical Activity, and Site-Based Activities. The summary of the wellness goal progress can be found in the table below. Following the summary table is a brief description of each category and a high-level overview of the results for each goal category.

Wellness Plan Category and Goals										Goals Met
Wellness Goal (WG)	1	2	3	4	5	6				2/6 (33%)
Nutrition Education (NE)	1	2	3	4	5					4/5 (80%)
Nutrition Promotion (NP)	1	2	3	4	5					3/5 (60%)
Physical Activity (PA)	1	2	3	4	5	6	7	8	9	9/17 (53%)
	10	11	12	13	14	15	16	17		
School-Based Activities (SBA)	1	2	3	4	5	6	7	8		2/8 (25%)

Wellness Goals (WG)- The goals in this category of the FFA(LOCAL) policy examine a high overview of practices around access to healthy food and beverages, practices and procedures around lunchtime, and the use of food as an incentive. Key highlights are listed below, details about each specific goal within this category and the supporting data are provided in **EXHIBIT A**.

- FBISD has achieved a high level of compliance with district, state, and federal guidelines for food and beverages sold to students, including during fundraisers and in vending machines, with no "exemption days" allowed. Compliance with USDA standards for food has shown a 3-8% gain compared to the previous year, with 97-100% of campuses reporting compliance with the policy. This indicates a strong commitment to maintaining nutritional standards across elementary, middle, and high schools.
- There is a strong commitment across campuses to follow age-appropriate nutritional guidelines by ensuring that food provided to students during classroom parties, snacks, and other events is store-bought with a nutrition label, with a compliance rate of 82-100%. This adherence to age-appropriate guidelines demonstrates the district's dedication to promoting healthy eating habits among students.
- The district has successfully implemented policies prohibiting the use of food as a form of punishment, with 100% of campuses adhering to this policy. Additionally, there is a significant encouragement of non-food-based incentives and rewards in the classroom, with 77% of

stakeholders agreeing or strongly agreeing with this practice. This approach aligns with efforts to foster positive behavior interventions and supports, including the allowance of food as a preferred reinforcer under specific conditions tied to positive behavior interventions and supports or as part of an Individualized Education Program (IEP), Behavior Intervention Plan (BIP), and/or Specialized Support Program.

Nutrition Education Goals (NE)- Goals in this category of the FFA(LOCAL) policy are centered on providing an age-appropriate curriculum, helping students make healthy choices, and increasing the health and nutritional literacy of the FBISD community.

- There is a mixed perception among campus staff regarding nutritional education on campus, with 54% of staff agreeing that students receive nutrition education that promotes healthy eating. There is also uncertainty among 29% of stakeholders about the practices or implementation of nutrition education for students.
- A significant increase in the frequency of health education, which is required to be taught twice a week, was reported, with 96-100% of campuses indicating this practice takes place, representing a 7-12% improvement from the previous year's results. This reflects a district-wide emphasis on health education, including nutrition, as part of the curriculum.
- All campuses (100%) reported that nutritional education reflects the campus cultural diversity, showing a 7-24% improvement compared to the previous year. Additionally, a high percentage of campuses feel they effectively communicate nutrition information to families (93-100%) and promoted it through various means (91-100%), indicating a proactive approach to engaging the community and ensuring inclusivity in nutrition education.
- Nutrition education is integrated into the Health and PE curriculum across all campuses, with the Child Nutrition Department's Registered Dietitians working collaboratively on nutrition-related curriculum and initiatives, including the implementation of the My Plate nutritional curriculum. This demonstrates a comprehensive approach to nutrition education, ensuring it is a district-wide priority and integrated into various areas of the curriculum.

Nutrition Promotion Goals (NP)- The goals in this category of the FFA(LOCAL) policy aim to teach, model, encourage, and support healthy eating by students. Additionally, goals in this category also work to integrate nutritional education into student lifestyles to enhance student readiness and increase student achievement through healthy habits.

- A high percentage of campuses (93% to 100%) actively promote healthy food choices to students, with 80% to 87% encouraging healthy choices in all celebrations. This concerted effort aims to foster a supportive environment for healthy eating habits among students.
- A significant number of campuses (82-100%) have policies promoting healthy food choices and require foods provided to students to have proper labeling. The Child Nutrition Department ensures compliance with Smart Snacks regulations, contributing to a healthier food environment.
- Many campuses (91-100%) implement nutrition promotion through posters, messages, and professional learning opportunities for staff. This educational approach aims to encourage healthy eating habits among students and stakeholders, supported by messages in English and Spanish. Although only 40% of campus staff feel that they receive educational opportunities to staff about nutritional education.

- A high percentage of campuses (91% to 100%) ensure students have sufficient time to eat meals, with at least ten minutes for breakfast and 20 minutes for lunch. Stakeholder surveys indicate strong agreement on mealtime adequacy, emphasizing the importance of allowing time for students to eat healthily.

Physical Activity Goals (PA)- The physical activity goals focus on creating environments that allow for safe and enjoyable activities for students and include participation in physical activity, incorporation of physical activity into the curriculum, and education students on the benefits of a healthy lifestyle.

- While 98% of elementary campuses report compliance with the policy of providing at least 135 minutes (about 2 and a half hours) of structured physical activity weekly, staff perceptions varied, with the largest group of respondents (36%) indicating that students spend only 30-60 minutes per week in structured physical activity, which is below policy requirements. This discrepancy suggests a need for better alignment between policy and practice.
- All elementary campuses reported providing at least 30 minutes of daily recess with at least 20 minutes of unstructured physical activity and that they do not withhold physical education or recess as a form of punishment. However, staff reports indicate that withholding PE as a punishment does occur in some instances, highlighting a gap between policy and observed practices.
- All elementary campuses reported staff have been updated and follow the recess guidelines, with most responding that they understand them. Additionally, a significant portion of staff believe they serve as role models by being physically active alongside students, emphasizing the importance of staff engagement in promoting physical activity among students.
- All campuses reported that physical education (PE) teachers follow the PE Instructional Model, ensuring that students participate in moderate to vigorous physical activity for at least 50% of PE class time.
- A high percentage of campuses provide opportunities for students to engage in physical activity before and/or after school, with a range of 80% to 100% of middle and high school campuses promoting such participation. Elementary schools also actively promote various physical activity opportunities, with 85% of campuses reporting similar efforts.
- Campuses actively promote healthy lifestyle habits and the benefits of physical activity through various media, with 82% to 100% of campuses engaging in this practice. Additionally, all non-exempt elementary students in grades 3-5 participate in a physical fitness assessment, Fitnessgram, by the district-set deadline, ensuring that physical fitness is assessed and promoted across the district.

School-Based Activities Goals (SBA)- The goals in this category focus on creating an awareness of services that are available for staff and students as well as coordinating efforts around the implementation of wellness policies through the wellness committees and improvement plans.

- A significant number of campuses (80% to 83%) have successfully established a wellness committee that meets at least four times a year, with 64% to 85% of campuses actively involving a diverse group of stakeholders, including parents, staff, and students. However, there is a noted need for improved communication and awareness among staff regarding wellness goals and the existence of wellness committees.
- A considerable portion of campuses reported hosting events that involve physical activity (67% to 93%) and promote staff participation in wellness events (93% to 100%). Despite these efforts,

only 15% to 23% of campus staff feel that school events promote wellness for all stakeholders effectively, indicating a gap in perception and possibly the need for enhanced communication and engagement strategies.

- All campuses have established a private and confidential space for mental health counseling and have identified Campus Mental Health Liaisons (CMHLs) to streamline referral protocols. Despite these structures, there is a potential need for better communication about the availability of support services, especially for staff members. The increasing utilization of mental health services by students and staff over recent years suggests a growing awareness and need for these services.
- A high percentage of campuses (98% to 100%) utilize district resources to deliver awareness and prevention strategies about substance abuse, dating violence, and suicide prevention, yet there is uncertainty among staff and students about the availability and emphasis on these resources, highlighting a potential area for improvement in communication and implementation.
- The majority of staff members do not feel they receive adequate ongoing professional development in areas of coordinated school health, with only 40% agreeing they receive learning about promoting nutrition and 53% about integrating physical and mental wellness activities into the classroom. This indicates a gap in providing or communicating available resources for staff development in wellness areas.

KEY FINDINGS & OBSERVATIONS

After reviewing the data from the Triennial Wellness Policy Assessment components, district staff identified key findings, commendations, and observations that were used to make recommendations.

Commendation 1. FBISD has a very comprehensive and robust Wellness Policy compared to the WellSAT model and other district comparisons.

The overall comprehensive score on the WellSAT 3.0 exceeded those of comparative districts by more than 25% and the overall strength score exceeded other districts by more than 40%. This indicates that FBISD has developed a well-defined and detailed policy to support the implementation of state and federal requirements while also promoting other district wellness goals.

Finding 1. While FBISD has a very comprehensive and robust Wellness Policy there are gaps in some of the wellness policy areas that could strengthen the implementation and practices in the wellness goals.

The overall findings illustrated that FBISD has a more comprehensive and stronger policy than comparative districts, however, gaps still exist in several areas. The lowest performance areas on the WellSAT were noted in the Meals Program, Competitive and Other Foods and Beverages, Physical Activity & Physical Education, and Wellness promotion and marketing. The WellSAT results showing gaps in these areas was additionally supported by various elements of stakeholder feedback including where less than 50% of staff indicated that they receive learning about nutritional education, inconsistency in student access to nutritional education, gaps in the prohibition of silent lunch or reductions in recess due to behavior or academics, as well as the promotion and hosting of community events that promotes wellness for all stakeholders.

Finding 2. There have been gains in the implementation of Campus Wellness Committees, however gaps still remain in the establishment of committees and the inclusion of stakeholder groups.

At least 80% of campuses reported having an established Campus Wellness Committee which aligns with the stakeholder feedback where 21% of campus staff were reportedly unaware the Campus Wellness Committees existed. 65-85% of campuses reported routinely inviting stakeholders from their communities to serve on the committees on an annual basis which illustrates a gap in stakeholder involvement. These gaps were further supported when stakeholder feedback highlighted that 16% of campus staff were unaware of the campus or district wellness policy when a key goal of Campus Wellness Committees is to raise awareness around the policy and strategies to improve wellness for all stakeholders.

Finding 3. There are conflicting views between the campus reported implementation of wellness goals and staff perceptions or observations of implementation.

While FBISD has ensured that nutritional education is integrated into the health curriculum, there were gaps identified between high levels of implementation reported by campuses, 96-100% reported that health education was taught twice a week, while 29% of staff were unaware of how students received nutritional education, and only 54% agreed that students receive nutritional education that promotes healthy eating. Additionally, gaps were noted in that 98% of campuses reported compliance with the physical activity expectations but only 20% of campus staff indicated that students receive the required number of minutes per week. These findings highlight gaps in the implementation vs perception of wellness policy implementation.

Finding 4. Moderate level of implementation of check-ins with the CMHL and principals or admin teams which signals potential gaps in the prioritization of mental or emotional well-being measures.

Although the addition of questions related to the implementation of processes regarding Campus Mental Health Liaisons were new for this year. Campuses reported a high level of establishment of the position on their campus (89-93%), however gaps in the practice of monthly and regular check-ins with mental health partners and campus administrators signals that these measures may not yet have a high priority as part of the campus processes yet. The establishment of regular ongoing check-ins ensures that services are being provided to meet student needs.

Finding 5. Staff reported varying agreement in the availability of ongoing professional development being offered that supports the implementation of wellness goals.

Less than half of campus staff (40%) reported that they receive adequate ongoing professional development that would support the implementation of wellness goals, and 53% of staff agreed that they professional development they did receive helps them be able to integrate physical and mental wellness activities in the classroom. While campuses reported a high degree of wellness promotion, the stakeholder feedback indicates a gap in the professional development staff need to support implementation of wellness goals.

Finding 6. There was a reduction in the use of food as a punishment, however, some gaps still exist, and prohibited practices are still occurring on campuses.

All campuses reported compliance in prohibiting the use of food as a punishment (100%). However, stakeholder feedback reflected variations in this compliance with only 77% of campus staff reporting that student lunchtime is consistently not reduced as a punishment and 79% of staff reporting that student access to food is not reduced due to behavior. This highlighted gaps of at least 20% compared

to the campuses' reported compliance with the policy. Similarly, a high percentage of campuses indicated that they prohibited silent lunches (85-93%), while only 54% of campus staff indicated that silent lunches never occur on campus. This data showed gaps between reported and observed compliance with prohibited practices occurring on campuses.

Finding 7. There was inconsistent implementation of campus wellness planning through the campus improvement planning process.

The number of campuses reporting that they have strategies related to coordinated school health included in their campus improvement plans was between 55% and 72%. While district staff reported this as an increase over previous years, this illustrates a significant gap in compliance with required improvement plan strategies.

Finding 8. There has been some growth in the inclusion of stakeholders in wellness activities, however, there was a notable drop in the number of events planned at the campus level to encourage community involvement in wellness.

FBISD campuses reported on the campus wellness assessment that there were increases in communicating wellness information to their communities (93-100% with gains of up to 40%), and many campuses reported hosting at least 1 event that involves physical activity and encourages parents to participate (67-100%). Event that promoted mental wellness had less reported implementation and stakeholder feedback indicated a gap with up to 23% of campus staff feeling that campuses promote events that place physical, mental, or social wellness for stakeholders as an emphasis. This demonstrated that while campuses are making strides in including more stakeholders, further work in this area is needed to create a cohesive stakeholder engagement plan at the campus level to highlight wellness programs and offerings.

Finding 9. There are inconsistencies in how the wellness goals are categorized across the various data sources (WellSAT, campus wellness assessments, Board Policy), this increases the complexity of tracking progress long term.

During the evaluation, wellness goal categories varied when examining data through the evaluation instruments including the wellness policy itself, the WellSAT, and the campus wellness assessments. For example, in the wellness policy FFA(LOCAL) there are only five wellness goal categories (Wellness, Nutrition Education, Nutrition Promotion, Physical Activity, and Other School-Based Activities), however on the WellSAT there are six categories (Nutrition Education, Standards for USDA Child Nutrition Programs, Competitive Foods and Beverages, Physical Education, Physical Activity, and Wellness Promotion), and lastly the questions on the Campus Wellness Assessment have 11 goal categories (Wellness Committee, Health & Nutrition Education, Nutrition Education & Promotion, Breakfast & Lunch, Recess, Physical Activity, Health Services, Mental Health & Trauma Informed Care, Other Site-Based Activities, Physical Activity/Physical Education, and Campus Improvement Plans). Variations in the goal category names make it difficult to align the data collected and increase the complexity of progress monitoring for individual goals in the short and long-term.

RECOMMENDATIONS

District staff have prepared recommendations to address the program evaluation key findings. Each recommendation below includes a note of the finding that it is intended to address.

Recommendation 1 (Finding 1). Although FBISD scored considerable higher than most comparable districts, there were a few areas on the WellSAT that the district scored lower, consider reviewing policies and practices in these areas.

The evaluation of the wellness policy reveals areas of strengths and gaps in specific wellness categories. Taking time to understand what may be missing from the low-scoring areas can support possible revisions or refinement to existing policies and procedures. Conducting a gap analysis would support identifying these areas for review. Additionally, several wellness goals are linked specifically to a simple compliance element. Considering how the various policy goals and practices tie to measurable outcomes could also inform any potential revisions so that progress towards the goals can be monitored effectively.

Recommendation 2 (Finding 2, 8). Review the guidelines and processes for engaging campus stakeholders including the establishment and recruiting for Campus Wellness Committees and campus wellness events to promote wellness including progress monitoring checks.

While some campus levels experienced gains in stakeholder engagement through campus wellness committees, the evaluation revealed gaps in consistent stakeholder presence and engagement in the wellness policy implementation. Consider strengthening internal and external communication structures to support engagement at the campus and district levels while providing internal monitoring opportunities. Continue to expand on the positive trends that highlight wellness incentives and their impact on communities. Include structured time and activities during principal meetings or PLCs so that leaders can share ideas, best practices, and strategies for engaging all FBISD's diverse community.

Recommendation 3 (Finding 3,5). Review the district learning plans and/or modality of current professional development offerings to provide relevant learning or topics that encourages and supports teacher learning and implementation of practices related to wellness goals.

The evaluation revealed that most campus staff members did not feel they received ongoing professional development to support the wellness policy. This was in contrast with the availability of resources that are available for staff indicating that there is a need to re-evaluate the current strategies or modalities used to engage staff in professional development around health and wellness. Enhancing cross-department collaboration can help ensure that professional development structures meet staff needs to promote wellness and integrate wellness initiatives in the classroom. Intensify continuous professional development offerings to focus on how to implement wellness learning and practices in the classroom and consider multiple modalities of learning. Ensure that professional development enhances staff competency and efficacy in implementing physical, mental, and social wellness goals. As part of the review of structures, also consider the progress monitoring tools and procedures that are used to ensure that the professional development provided is integrated into the classroom, to link the expectations with observations and feedback.

Recommendation 4 (Finding 6). Encourage greater accountability towards policy guidelines and expectations through progress monitoring and observational feedback systems.

The majority of campuses reported compliance with wellness policy goals and expectations, however, the evaluation revealed gaps at the implementation level. Campus staff and students reported varying levels of implementation of those wellness practices. Establishing clear expectations and an opportunity for observation of practices at the campus and district level can help to ensure compliance and provide feedback to campus teams.

Recommendation 5 (Finding 4). Review current processes, practices, and guidelines for the CMHL position to direct heightened attention towards frequent touchpoints and ongoing communication.

The evaluation revealed gaps in the ongoing communication and check-in structures for the CMHL positions, potentially creating a gap or barrier to services for students. Ensure that the structures and tools used help to facilitate an ongoing communication process on campuses between the CMHL, campus administrators, and mental health partners. Reviewing the current campus structures could identify potentials needs for scheduling adjustments or resource allocation. Establishing a system to monitor the implementation of the position and identifying progress monitoring signals for when support is needed will be critical to ensuring the appropriate support is provided to students.

Recommendation 6 (Finding 7). Include discussions of coordinated health strategies as part of the CIP compliance checks and conversations with campus supervisors.

At some campus levels, only 55% of campuses reported having strategies that help to coordinate a school health program, revealing a significant gap in campus improvement planning. Reinforce explicit ties between wellness goals/outcomes and the strategic decision-making and resource allocation that happens during the campus improvement planning process which includes various campus stakeholders. Review the templates, tools, and resources to ensure campus administrators have the resources needed to successfully implement and design strategies to make wellness gains on their campus. Ensuring that compliance checks for campus improvement plans include the coordinated health strategies can help to identify campuses that need additional support.

Recommendation 7 (Finding 9) Align and streamline the language and categorization of wellness policy goals to enhance progress monitoring and stakeholder engagement.

The evaluation revealed an added layer of complexity due to the various categories and concepts linked to each goal which makes progress monitoring more difficult. Reviewing the tools and policies used will help identify specific areas of refinement to ensure alignment between the goals, progress monitoring, and future reporting needs.

EXHIBIT A- Supporting Evidence for Wellness Goals Progress Evaluation

In this exhibit, you will find support data for each wellness goal used to evaluate the progress made towards it. Each labeled goal, which is printed on a **bold and gray background** was assigned a rating according to the color code below:

- **GREEN**- “Met” goal, at least 85% of campuses or stakeholders indicate compliance or achievement of the stated goal, and/or multiple sources of evidence support a strong level of implementation of the goal.

- **YELLOW**- at least 70% of campuses or stakeholders indicate compliance or achievement of the goal and/or there are various degrees of compliance evident between multiple data sources.
- **RED**- less than 70% of campuses or stakeholders indicate compliance or achievement of the goal, there are wide variations in perceptions, and/or there is little evidence to support the successful implementation of the goal.

WELLNESS GOALS (WG1-6)

WG1: Enforce District, state, and federal guidelines for food and/or beverages sold to students throughout the school day to include fundraisers and vending machines. The District shall not allow any "exemption days".

The campus wellness assessments revealed that a high percentage of ES, MS, HS campuses (97-100%) reported compliance with food being at USDA standards, representing a 3-8% gain compared to 2021 – 22. The campus assessments also showed that a significant percentage of fundraising during school hours (93-100%) meets USDA Smart Snacks, with a slight decrease (5%) at ES and an increase at MS (13%) compared to the previous year.

Additionally, provisions in the RFP process include requirements for vendors seeking to provide food or beverages to comply with Child Nutrition Department, Federal, and State guidelines as seen in the figure below.

Exclusivity

Vendor shall have the exclusive right to make beverages available for sale on campus, including the exclusive rights to install and operate all equipment that dispenses beverages within the confines of the guidelines set forth by the Texas Department of Agriculture.

Products available to students must meet the Child Nutrition Department guidelines as well as comply with all National School Lunch Program, School Breakfast Program, and Smart Snacks Regulations. For more information, visit https://fns-prod.azureedge.net/sites/default/files/resource-files/allfoods_summarychart.pdf and <https://fns-prod.azureedge.net/sites/default/files/allfoodsflyer.pdf>

Federal and State guidelines dictate the hours that products may be sold to students and as such, FBISD must have the ability to control the hours of machine operation. Products available to students during the school day (defined as midnight the day of through 30 minutes after the last bell) must meet all Smart Snacks regulations. Contractor shall therefore provide machines that can be easily turned on and off either remotely (preferred) or physically but does not interfere with keeping product cold. For more information, visit https://fns-prod.azureedge.net/sites/default/files/resource-files/allfoods_summarychart.pdf and <https://fns-prod.azureedge.net/sites/default/files/allfoodsflyer.pdf>

Programs operated by the food services program, including the National School Lunch Program are specifically excluded from this agreement. In addition, class parties, meetings on campus-professional development and catering events are also specifically excluded from this agreement.

These findings indicate a high level of compliance and an overall positive trend with compliance with USDA standards for food and fundraising during school hours across the campuses, with some improvements compared to the previous year.

WG2: Establish age-appropriate guidelines for food and/or beverages provided, but not sold to, students during classroom parties, classroom snacks, school celebrations, or events [See CO(LEGAL)].

In the stakeholder wellness survey, 78% of stakeholders reported that homemade birthday snacks are never served at school, indicating a compliance with the policy towards commercially prepared snacks

for such occasions. From the campus wellness assessments, it was found that between 82% and 100% of campuses require food provided to students to be store-bought with a nutrition label.

The Student & Parent Handbook also provides guidance regarding the process and types of snacks that can be provided to students. See the excerpt from pg. 134 of the handbook in the figure below:

Birthday /Celebration Treats

In accordance with the Food and Nutrition Division, of the Texas Department of Agriculture which provides for the following:

Elementary schools will allow birthday treats. i.e., cupcakes and cookies, to be brought in and served on a student's birthday for the student's class only after the children have had an opportunity to consume a nutritious meal. Approval from the campus Principal must be obtained prior to bringing birthday treats. Any treats brought to the campus for student consumption will need to be store-bought with an ingredient label attached not prepared at home. Birthday and/or school celebrations will not occur in the cafeteria during meal serving time. Such events may only take place one hour before the start of lunch or one hour after the end of lunch. A campus may develop additional guidelines concerning birthday celebrations, such as the number of celebrations per month and certain times to celebrate so it does not interfere with daily instructional time. It is encouraged to follow the "Smart Snack" guidelines whenever possible to create a culture of health on school campuses (i.e., fruits, vegetables, seeds, nuts, yogurt, and water).

Please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products. See [Food Allergies](#).

This range of data suggests the guidelines have been established, and there is a strong but varied commitment across campuses to ensure the age-appropriate guidelines around the nutritional content of food provided to students are followed.

WG3: Prohibit the use of food as a punishment. This shall include, but not be limited to:

- **Reduced time for meal consumption as a consequence, punishment, or for any other reason.**
- **Reduced time for meal consumption to complete classroom assignments, unless approved by campus administration in collaboration with a parent.**
- **Meal service options shall not be removed or replaced as punishment, such as providing a cold meal to a student when hot meals are available to all students.**

The responses from the Campus Wellness Assessments and the Wellness Stakeholder Survey indicate the following:

- All campuses (100%) have a policy against using food as a form of punishment.
- A majority of stakeholders (77%) report that student lunchtime is consistently without any reductions, while a small percentage of stakeholders were unsure (8%) or observed some reduction in student lunch time (7%).
- A significant majority of stakeholders (79%) indicate that students' access to food is not restricted due to behavior in the lunchroom.

This data suggests a comprehensive approach towards food and behavior management, however the varied level of compliance and conflicting perspectives from the Campus Wellness Committees and campus stakeholders indicate that more work may be needed in this area.

WG4: Silent lunch is prohibited as a form of punishment and should only be allowed in order to ensure student and/or staff safety, and/or as a requirement for local/state testing.

According to the Wellness Stakeholder Survey, a slight majority of stakeholders, 54%, report that silent lunches never occur at their schools. However, there is some uncertainty, as 12% of stakeholders are unsure if silent lunches happen, and 16% of stakeholders have observed silent lunches occurring (reported as “sometimes”, “often”, or “always”).

In contrast, the Campus Wellness Assessments showed that a significant majority of campuses, ranging from 85% to 93%, have explicit campus policies that prohibit silent lunches. This discrepancy suggests that while silent lunch policies are widely discouraged and often officially prohibited, the practice may still occur in some instances.

WG5: Encourage the use of non-food-based incentives and rewards in the classroom.

The Wellness Stakeholder Survey indicated that 77% of stakeholders agreed or strongly agreed that campuses encourage non-food-based incentives and rewards in the classroom, with 13% of responses indicating that they were unsure about the practice. This indicates that most campuses encourage alternative forms of motivation as opposed to food-based incentives to reinforce positive behaviors.

WG6: Allow the use of food as a student's preferred reinforcer when tied to the positive behavior interventions and supports, or as part of an Individualized Education Program (IEP), Behavior Intervention Plan (BIP), and/or Specialized Support Program as part of a tiered intervention plan, and in special circumstances as long as considerations have been made related to possible connections to mental health and healthy eating behaviors.

As part of the ARD process, the ARD Committee determines the student’s preferred reinforcer based on teacher observation, parent input, and medical and/or behavioral data as part of the development of a student’s IEP, BIP. The Student Support Team would determine if the use of food for reinforcement would be appropriate based on the student’s tiered intervention plan.

NUTRITION EDUCATION

NE1: Students shall receive evidence-based nutrition education that fosters the adoption and maintenance of healthy eating behaviors.

Additionally, 54% of staff members strongly agree or agree that students received nutrition education that promotes healthy eating, with 29% of stakeholders being unsure of the nutrition education practices or implementation.

In the campus wellness assessments, between 96% and 100% of campuses indicated that health education is taught twice a week, representing an increase of 7-12% compared to the previous year.

Through the student engagement surveys, elementary and secondary students reported the varying degrees their campus emphasizes engaging in healthy eating habits. 77% of elementary students and 61% of secondary students agreed or strongly agreed that their campus put some or very much of an emphasis on engaging in healthy eating.

These findings highlight the varying levels of perceptions regarding nutrition learning and education for students. Below you can find images from the district curriculum that support the implementation of health being taught in the curriculum.

Grade Level	Example																																				
Elementary Curriculum: Unit 4	<p style="text-align: center;">Elementary PE and Health At a Glance</p> <table border="1"> <thead> <tr> <th>Health Unit</th> <th>Concepts</th> <th>PE Unit</th> <th>Concepts</th> </tr> </thead> <tbody> <tr> <td colspan="4" style="text-align: center;">Grading Period 1</td> </tr> <tr> <td>Unit 1: Healthy Relationships, Conflict Resolution</td> <td>1. Social/Coping Skills, Friendship & Communication 2. Conflict Resolution</td> <td>Unit 1: K-2 Gym Procedures & Spatial Awareness 3-5 Gym Procedures & Movement in Dynamic Situations Unit 2: K-2 Locomotor Skills 3-5 Locomotor Movement Skills</td> <td>1. Rules, procedures, safety practices 2. Spatial awareness/movement in dynamic situations 3. Social development 1. Development of locomotor skills 2. Chasing, fleeing, dodging 3. Social development</td> </tr> <tr> <td colspan="4" style="text-align: center;">Grading Period 2</td> </tr> <tr> <td>Unit 2: Healthy Behaviors and Body Systems</td> <td>1. Healthy Behaviors 2. Body Systems</td> <td>Unit 3: Fitness Activities (Option - Pre-Fitnessgram Testing/ Training) Unit 4: Throwing and Catching Unit 5: Striking and Volleying</td> <td>1. Fitness activities 2. Social development 1. Throwing and catching 2. Social development 1. Striking and volleying 2. Social development</td> </tr> <tr> <td colspan="4" style="text-align: center;">Grading Period 3</td> </tr> <tr> <td>Unit 3: Healthy Decisions</td> <td>1. Healthy Decisions</td> <td>Unit 6: Educational Dance and Gymnastics Unit 7: Jumping and Landing</td> <td>1. Educational dance 2. Gymnastics 3. Social development 1. Jumping and landing 2. Social development</td> </tr> <tr> <td>Unit 4: Nutrition</td> <td>1. Nutrition</td> <td>Unit 8: K-2 Fitness Activities 3-5 Fitnessgram Testing <i>(Pacer, Curl-Ups, Flexed Arm-Hang, Trunk Lift, Shoulder Stretch Right & Left)</i></td> <td>1. Fitness 2. Social development</td> </tr> <tr> <td colspan="4" style="text-align: center;">Grading Period 4</td> </tr> </tbody> </table>	Health Unit	Concepts	PE Unit	Concepts	Grading Period 1				Unit 1: Healthy Relationships, Conflict Resolution	1. Social/Coping Skills, Friendship & Communication 2. Conflict Resolution	Unit 1: K-2 Gym Procedures & Spatial Awareness 3-5 Gym Procedures & Movement in Dynamic Situations Unit 2: K-2 Locomotor Skills 3-5 Locomotor Movement Skills	1. Rules, procedures, safety practices 2. Spatial awareness/movement in dynamic situations 3. Social development 1. Development of locomotor skills 2. Chasing, fleeing, dodging 3. Social development	Grading Period 2				Unit 2: Healthy Behaviors and Body Systems	1. Healthy Behaviors 2. Body Systems	Unit 3: Fitness Activities (Option - Pre-Fitnessgram Testing/ Training) Unit 4: Throwing and Catching Unit 5: Striking and Volleying	1. Fitness activities 2. Social development 1. Throwing and catching 2. Social development 1. Striking and volleying 2. Social development	Grading Period 3				Unit 3: Healthy Decisions	1. Healthy Decisions	Unit 6: Educational Dance and Gymnastics Unit 7: Jumping and Landing	1. Educational dance 2. Gymnastics 3. Social development 1. Jumping and landing 2. Social development	Unit 4: Nutrition	1. Nutrition	Unit 8: K-2 Fitness Activities 3-5 Fitnessgram Testing <i>(Pacer, Curl-Ups, Flexed Arm-Hang, Trunk Lift, Shoulder Stretch Right & Left)</i>	1. Fitness 2. Social development	Grading Period 4			
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NE2: Nutrition education shall be age-appropriate and reflect the diversity within the school environment.

In the campus wellness assessment, all campuses (100%) indicated that health education reflects cultural diversity in the school, showing gains of 7-24% compared to the previous year. This marks a significant improvement in the frequency of health education and its reflection of cultural diversity across the campuses.

NE3: Nutrition education shall be a District-wide priority and shall be integrated into other areas of the curriculum, as appropriate.

In the campus wellness assessment, all campuses (100%) indicated that nutritional education is part of the Health and PE curriculum for students (see NE1).

NE4: Educational nutrition information shall be shared with families and the public to positively influence the health of students and community members and to inform them of state and federal nutrition standards.

The campus wellness assessments indicate that a high percentage of campuses (93% to 100%) effectively communicated information to families, representing gains of between 6% and 40% compared to the previous year. Additionally, between 91% and 100% of campuses promoted information through various means such as posters and announcements, reflecting gains of 6% to 13% compared to the previous year. The district website provides resources and nutritional information to families through the Child Nutrition Department [webpage](#) and the School café [link](#). These findings demonstrate a significant improvement in the dissemination of health and wellness-related information to both families and the broader campus community, indicating a proactive approach to promoting well-being and healthy behaviors.

NE5: The Child Nutrition Department's Registered Dietitians shall work collaboratively with other District departments on all nutrition-related curriculum and initiatives.

The Child Nutrition Department (CND) has recommended the implementation of the My Plate nutritional curriculum and has conducted a comprehensive review of all K-12 nutrition education units within the health curriculum for elementary, middle, and high schools. The [My Plate](#) initiative provides a proactive approach to nutritional knowledge and education of students across all grade levels, ensuring that the curriculum aligns with current nutritional guidelines and standards.

NUTRITION PROMOTION

NP1: Implementing evidence-based, healthy food promotion techniques.

The campus wellness assessments indicated that a high percentage of campuses (93% to 100%) are actively promoting healthy food and beverage choices to students. Additionally, a significant percentage of campuses, ranging from 80% to 87%, are encouraging all classroom or campus celebrations to include at least one healthy choice item. This data demonstrates an aligned effort across the campuses to create an environment that supports and encourages healthy eating habits among students.

NP2: Ensuring that foods sold to students during the school day meet all District, state and federal standards.

Based on the campus wellness assessments, a high percentage of campuses (82-100%) have implemented policies to promote healthy food and beverage choices as well as to protect all students by requiring that foods provided to students be store-bought items with a food label that provides an ingredients list. As part of the RFP requirement (see **WG1**), the Child Nutrition Department ensures that items sold on campuses meet Smart Snacks regulations.

NP3: Providing education opportunities to food service staff, all instructional staff and other school personnel that encourages the coordination and promotion of nutrition messages in the cafeteria, classroom, and other appropriate settings.

According to the campus wellness assessments, a significant percentage of campuses (91-100%) have implemented the promotion of nutrition messages, such as posters for special events and messages in the cafeteria, as part of their efforts to encourage healthy eating habits among students and to provide educational opportunities for all stakeholders. The stakeholder survey provides some varying degrees of implementation with only 40% of staff members strongly agree or agree that they receive learning about how to promote nutrition on campus, and 16% of staff members are unsure or don't know if they receive learning. Additionally, the Child Nutrition Department provides professional learning and Harvest of the Month communications that supports nutritional and healthy habit messaging (see **example in NP4**).

NP4: Nutrition promotion messages will be made available in both English and Spanish at minimum.

The Child Nutrition Department ensure that messages including the Harvest of the Month communication are provided in English and Spanish as illustrated in the image below taken from the Child Nutrition Department [webpage](#).



NP5: The District will provide students adequate time to eat meals at school. Mealtime schedules will be based on enrollment, cafeteria serving, and seating capacity to minimize wait time and allow sufficient time to eat. Students shall have the opportunity to eat breakfast for at least ten minutes and at least 20 minutes to eat lunch, from the time in which they receive their meal.

In the case of alternative feeding options that increase breakfast participation, such as breakfast in the classroom, grab and go breakfast or second chance breakfast, every effort should be made, though not guaranteed, for the opportunity to eat for ten minutes for breakfast.

Additional time allowances shall be established based on campus enrollment, the campus master schedule and shall be influenced by evidence-based best practices set forth by national organizations such as, but not limited to, the Alliance for Healthier Generation, Centers for Disease Control and Prevention and US Department of Agriculture.

According to the campus wellness assessments, a high percentage of campuses, ranging from 91% to 100%, ensure that students are provided with adequate time to eat breakfast and lunch. Specifically, all campuses provide students with at least ten minutes to eat breakfast, and the majority of campuses, ranging from 82% to 98%, offer students a minimum of twenty minutes to eat lunch.

The stakeholder surveys provide further insights on perspectives of mealtimes, with 94% of staff members strongly agreeing or agreeing that students have at least 20 minutes to eat lunch, and 87% agree or strongly agree that students have at least 10 minutes for breakfast. Stakeholder data also highlighted student perspectives, with 86% of elementary students and 84% of secondary students reporting that their schools sometimes or often allow at least 20 minutes for lunch.

PHYSICAL ACTIVITY

PA1: Elementary-aged students shall have the opportunity to participate in a minimum of 135 minutes of structured physical activity weekly as required by Texas Education Code 28.002(l), unless indicated in student's 504 plan, special education plan or the like. Participation in physical activities conducted during the minimum time requirement shall not be withheld as punishment or for any other reason unless approved by campus administration. The 135 minutes of structured physical activity shall be listed on the master schedule.

The campus wellness assessment responses indicated that almost all elementary campuses, 98%, ensure that all students in each grade receive structured physical activity for at least 135 minutes per week throughout the school year. The wellness stakeholder survey offered a different perspective, with only 20% of elementary school staff indicating that students receive more than 120 minutes of structured physical activity each week, and 17% indicating that students receive between 90-120 minutes. The largest group of respondents, 36%, indicated that students spend 30-60 minutes per week in structured physical activity, which is less than the policy requirements. However, 92% of elementary school staff did agree or strongly agree that PE and recess are included in the master schedule. The Department of School Leadership reviews the master schedules with campus leaders to ensure the appropriate times are included on the master schedules.

Additionally, all elementary school campuses on the campus wellness assessment reported that they do not withhold physical education (PE) as a form of punishment. However, only 62% of elementary staff reported that students “never” miss PE or recess as a consequence for behavior, and 8% of elementary staff report having observed PE being withheld as a punishment “sometimes”, “often”, or “always”. This conflicting data indicates that the overall perspectives of the campus wellness committee may not align with the observed practices on campus.

PA2: All elementary students shall have the opportunity to participate in at least 30 minutes of recess daily. No more than ten minutes of recess shall be structured physical activity and count towards the minimum time requirement. At least 20 minutes of daily recess shall be unstructured physical activity. In addition, elementary campuses shall provide unstructured recess on a daily basis. Unstructured recess time may not count toward the 135 minutes of required structured physical activity.

The campus wellness assessment data reveals that all elementary school campuses reported that students are provided with a minimum of 30 minutes daily for recess with at least 20 minutes of unstructured physical activity during recess each school day. Additionally, campus staff members indicated that 71% of students have at least 3 hours per week to participate in recess, with 55% of staff reporting that over 75% of recess time is unstructured. Furthermore, 96% of staff agree or strongly agree that recess occurs every day, and 95% confirm that all students can participate in recess.

PA3: Staff shall be educated on the Recess Guidelines and the Recess Guidelines shall be posted on the District and/or campus website for parents to view. Staff shall encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

The campus wellness assessment data indicates that all elementary campuses reported that staff have been updated and follow the recess guidelines, with 88% of campus staff agreeing or strongly agreeing that they are aware of and understand the recess guidelines (found [HERE](#)). In addition, the stakeholder survey also revealed that 63% of staff believe that staff serve as role models by being physically active alongside students.

PA4: Outdoor recess will be offered when weather is feasible for outdoor play. In the event the weather is not feasible, staff and teachers will conduct indoor recess.

The campus wellness assessments indicate that the majority of campuses (91%) have measures in place to ensure that students can engage in physical activity, even when outdoor recess is not possible due to weather conditions. Additionally, the stakeholder survey reflects a high level of consistency in providing outdoor recess, with 96% of elementary staff reporting that recess is "often or always" held outside. This commitment to regular outdoor recess, even in inclement weather, underscores the importance staff place on providing students with opportunities for physical activity and play.

PA5: The District shall not permit the denial of the required 135 minutes of physical activity, physical education class, and/or unstructured recess as punishment for inappropriate behavior and/or failure to complete or turn in assignments with the exception of severe discipline consequences assigned by the principal or assistant principal (i.e. In School Suspension (ISS), Out of School Suspension (OSS)).

The campus wellness assessment data indicates that most of the elementary school (ES) campuses have made significant strides in ensuring that recess and physical education (PE) are not withheld as punishment. Specifically, 98% of ES campuses reported that recess is not withheld as a punishment, marking a 6% increase from the previous year. Additionally, 100% of ES campuses reported that they do not withhold physical education class as punishment or time to make up work for another class. Similarly, 100% of middle school (MS) and high school (HS) campuses reported that they do not withhold physical education class as punishment or time to make up work for another class, except for severe discipline consequences.

The stakeholder survey further supports these findings to varying degrees, with 62% of ES staff stating that students never miss recess or PE as a behavior consequence, and 69% of ES staff indicating that students never miss recess or PE when they are missing or have incomplete work, with 20% and 13% reporting rare occurrences, respectively. These data points highlight the commitment to promoting a positive and supportive approach to recess and physical education across the surveyed campuses, however the variations in staff responses indicate that more work is needed to ensure that PE and recess are not used punitively and are accessible to all students.

PA6: All elementary students will be provided equal opportunities to participate in the required 135 minutes of structured physical activity. The District will ensure appropriate accommodations to allow for equitable participation for all students. [Texas Education Code 28.002(I)]

The campus wellness assessment highlighted that 98% of all elementary campuses reported that all students in each grade receive structured physical activity for at least 135 minutes per week throughout the school year.

PA7: Middle school students shall be provided with the opportunity to participate in at least 30 minutes of moderate to vigorous physical activity daily or 225 minutes every two weeks for at least five semesters as part of the District's physical education program unless indicated (i.e. a student's 504 plan, special education plan). [Texas Education Code 28.002(I)]

The campus wellness assessment data indicated that all middle school (MS) and high school (HS) campuses reported that physical education (PE) teachers follow the PE Instructional Model, which encourages students to be moderately to vigorously active for at least 50% of the PE class. Additionally, 100% of MS/HS campuses reported that all students will be provided the opportunity to participate in at least 30 minutes daily or 225 minutes per two weeks of moderate to vigorous physical activities.

PA8: The District shall require one full credit of physical education class or approved substitute be required for graduation.

The FBISD course selection guide indicates that students are required to fulfill one credit of physical education or the appropriate substitute for graduation.

PA9: Physical education classes shall encourage students to participate in moderate to vigorous physical activity for at least 50 percent of the physical education class time.

The campus wellness assessment indicated that 100% of campuses reported that PE teachers follow the PE Instructional Model, which encourages students to be moderately to vigorously active for at least 50% of the physical education class.

PA10: The campus will offer opportunities for students to participate in physical activity either before and/or after school through a variety of physical activities that encourage and support the development of the skills, behaviors and confidence needed to live a physically active life, including those students who do not excel athletically.

The campus wellness assessment revealed that a high percentage of middle school (MS) and high school (HS) campuses, ranging from 80% to 100%, promote student participation in a variety of community

physical activity options. Additionally, 72% of elementary school (ES) campuses provide regular opportunities for students in grades 3-5 to engage in physical activity before or after school. Furthermore, 85% of elementary campuses reported that they actively promote various physical activity opportunities through different media, both during and outside of the school day.

The majority of MS/HS campuses, ranging from 93% to 100%, encourage appropriate before and after school structured fitness/sports clubs and urge students to take part. The stakeholder survey also indicated that 62% of staff reported students participating in before/after school activities for up to 2 hours per week, and 77% of staff agreed or strongly agreed that all eligible students can participate in physical activities before/after school.

PA11: All schools shall help students understand the evidence-based short and long-term benefits of a physically active and healthy lifestyle.

The campus wellness assessment data indicates that a significant percentage of campuses, ranging from 82% to 100%, actively promote healthy lifestyle habits through various media. Additionally, the stakeholder survey revealed that 70% of campus staff members stated that students “sometimes, often, or always” learn about the benefits of being physically active, with 19% of staff being unsure of the frequency students learn about it.

PA12: The District physical activity program shall promote student physical fitness through individualized fitness and an activity assessment.

All elementary campuses (100%) indicated on the campus wellness assessment that all non-exempt students, in grades 3-5, participate in and have data entered for a physical fitness assessment, Fitnessgram, by the District-set deadline.

PA 13: The District shall provide an environment that fosters safe and enjoyable physical activity for all students, including those not enrolled in a physical education class or competitive sport, as outlined in administrative procedures.

Based on the campus wellness assessment, all campuses provide students with a clean, safe, and comfortable dining environment, ensuring social and enjoyable experiences for all students during mealtimes. Additionally, all middle school (MS) and high school (HS) campuses ensure that the physical environment is free from hazards, safe, and in good working condition, with needed work orders being submitted as necessary. The stakeholder survey revealed that 83% of all staff members agreed or strongly agreed that their campus environment encourages students to enjoy physical activity.

PA14: The District shall encourage parents and guardians to support their children's participation in physical activities.

The campus wellness assessment indicates that a majority of campuses, ranging from 67% to 100% of campuses, offer at least one event annually that involves physical activity and includes both parents and students. Additionally, all middle school (MS) and high school (HS) campuses reported that they encourage parents and guardians to support their children’s participation in physical activities.

PA15: The District shall ensure that its grounds and facilities are safe and that equipment is available for students to be active.

All middle and high school campuses reported on the campus wellness assessment that they ensure that the physical environment is free from hazards, safe, and in good working condition, and needed work orders are submitted as needed.

PA16: The District shall encourage students, parents, staff and community members to use the available recreational facilities at their neighborhood campus that are available outside of the school day. The District shall provide information regarding which indoor and outdoor facilities are available for public use on the District webpage.

Community members can access and request recreational facility use through the district by visiting the [Enterprise Funds](#) section with Facilities Open for Public Use. Here, they can find information on available facilities, such as sports fields, and learn about the process for requesting use of these spaces. The website provides details on how to submit a facility use request, including any required forms or permits. Additionally, it may outline the guidelines and regulations for facility use, such as hours of operation, rental fees, and any specific rules for different types of facilities. Community members may also be able to check the availability of facilities and make reservations online through the district website.

PA 17: 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. The District shall encourage all instructional staff to integrate physical activity into the academic curriculum where appropriate.

The campus wellness assessment and surveys provided a snapshot of how physical activity is integrated into the school experience. According to the campus wellness assessment, 91% of elementary school (ES) campuses reported that all students are given opportunities to participate in physical activity breaks in classrooms, beyond the standard physical education class and recess times. This is supported by the stakeholder survey, where 64% of campus staff felt that physical activity is woven into the academic curriculum, although there is a perception that the time allocated for active breaks during the day is limited, with 42% of staff feeling that students receive less than one hour per week, and 26% reporting between one and two hours per week to be physically active in class.

The student engagement survey further supports the notion that schools are making efforts to incorporate physical activity into learning, with 67% of secondary students and 74% of elementary students feeling that their school places "some" or "very much" emphasis on being physically active or using movement to learn. Moreover, 71% of students expressed interest in being physically active to aid their learning, and 77% of elementary students felt that physical activity is included in class time "some" or "very much." Additionally, 74% of elementary students recognized that being physically active helps them learn.

These data points collectively suggest that while there is a strong awareness and promotion of physical activity within schools, there may be room for improvement in terms of the quantity and integration of active breaks throughout the school day. Schools are actively encouraging physical activity and movement as part of the learning process, and students are receptive to these methods, recognizing the benefits for their learning and overall wellness.

Other School Based Activities

SBA1: Each principal shall create a campus-based school health advisory council (Wellness Committee) to coordinate physical, mental/emotional and social wellness initiatives in compliance with this policy. The council shall be responsible for reporting the implementation and accountability of the District wellness policy. The principal shall annually identify Wellness Committee members that may include parents, staff, administrators, students, school nurses, child nutrition services and community members.

The campus wellness assessment data reveals that a significant percentage of campuses, ranging from 80% to 83%, have established a wellness committee that meets at least four times a year to oversee campus wellness programs. Additionally, 64% to 85% of campuses reported that the campus principal annually invites parents, staff, administrators, students, and school nurses, demonstrating varying degrees of commitment involving various stakeholders in the wellness initiatives.

The stakeholder survey also uncovered some areas for improvement. It found that 16% of campus staff were not aware of the campus or district wellness goals, while 61% of campus staff were familiar with them or had heard them discussed at a meeting. Furthermore, 21% of campus staff did not know about their campus wellness committee, while 65% were aware of its existence or had seen information shared by them throughout the year.

These findings collectively highlight the progress made in establishing wellness committees and involving stakeholders in wellness programs. However, they also underscore the need for improved communication and awareness among staff regarding wellness goals and the existence of wellness committees.

SBA2: Physical, mental/emotional and social wellness for students, families and staff shall be promoted at suitable school events.

The campus wellness assessment indicated that a significant portion of campuses, with percentages ranging from 67% to 93%, reported hosting at least one event annually that involves physical activity and includes both parents and students, highlighting the schools' commitment to fostering a community-wide focus on health. Moreover, a majority of campuses, with figures between 93% and 100%, actively promote and encourage staff participation in the wellness events and offerings provided by the District. This suggests strong institutional support for staff well-being, which is crucial for creating a positive school environment.

When it comes to mental health, 73% to 80% of campuses indicated that they promote mental health program utilizing newsletters, websites, parent events, and conferences to share information with the community. Further, 73% to 91% of middle and high school campuses reported encouraging healthy lifestyle habits through a variety of media, which reinforces wellness messaging across different platforms.

Additionally, 60% to 87% of campuses provide multiple opportunities throughout the school year for students and families to receive health and wellness information, such as health fairs and wellness nights. However, there is a noted drop in the promotion of students, staff, parents, and community

wellness events at high school campuses by 27%, indicating a potential area for further engagement at the secondary level.

The stakeholder survey, however, indicates a possible need for improvement, with only 15% to 23% of campus staff feeling that school events sometimes, often, or always promote physical, mental, and social wellness for all stakeholders. This suggests that while efforts are being made to promote wellness, there may be gaps in how these initiatives are perceived by staff, pointing to an opportunity for schools to enhance communication and engagement strategies to better highlight their wellness programs.

SBA3: The District shall make mental health services available to students and staff.

The campus wellness assessment provides information about the mental health support structures in place across campuses. All campuses reported having a private and confidential office space for the Mental Health counselor which ensures a safe environment for counseling services. Furthermore, a high percentage of campuses, ranging from 89% to 93%, have identified a Campus Mental Health Liaison (CMHL) and 96% to 100% of campuses reporting that they work closely with the CMHL and the school counseling team to develop a streamlined referral protocol. This ensures that students receive the appropriate level of intervention, a process supported by 87% to 100% of campuses reporting that they conduct Student Support Team Meetings (SSTs) prior to Mental Health referrals. Monthly check-ins between the CMHL and the Mental Health partner are reported by 73% to 91% of campuses which help to facilitate ongoing discussions about referrals and case updates. Additionally, regular check-ins between the CMHL and Principal/Administrator are conducted in 64% to 87% of campuses.

The stakeholder survey reveals that 81% of staff agree or strongly agree that mental health services are available for students, with 69% agreeing or strongly agreeing that services are also available for staff, although 17% are unsure about staff services. The student engagement survey indicates that more than half of the students, with 57% of secondary students (SS) and 51% of elementary students (ES), reported that their campus sometimes or often emphasizes engaging in mindfulness or stress-reducing moments. This indicates a possible area of improvement in communicating the availability of support services, particularly for staff members. The chart below displays the number of referrals and students seen for the past 3 school years. The 2023 – 24 data include the time from August 2023 through December 2023.

School Year	Number of Referrals	Number of Students Seen
2023 – 24	454	1,137
2022 – 23	912	895
2021 – 22	630	1,459

This data suggests an increasing utilization by students as the midyear values are approaching the high from the 2021 – 22 school year.

Support provided to staff members through the Employee Assistance Program is summarized below. The dates listed are based on the calendar year, not school academic year, which coincides with FBISD benefit timelines.

Calendar Year	Number of Staff Interactions with EAP
2021	2,787

2022	2,904
2023	3,038

From this data, there is an increasing number of staff members who are utilizing the services, which could indicate an increasing awareness of the services available.

SBA4: The District shall make available substance abuse, dating violence and suicide prevention information and resources to students and staff.

The campus wellness assessment data indicated that 98% to 100% of campuses utilize district resources to deliver mental health awareness, suicide prevention, and dating violence strategies to students and staff. The stakeholder survey supported that some of this with approximately 62% of staff being aware of the relevant materials addressing substance abuse, dating violence, and suicide prevention – yet, roughly 23% remained uncertain about their availability. Additionally, slightly more than half of campus staff reported that this information was available for students, with parent permission, whereas almost 38% admitted uncertainty concerning this matter. The student engagement survey revealed that 62% of secondary students felt that their campus place “some” or “very much” emphasis on using/discussing drug and alcohol prevention strategies. This indicates that there may be a gap between the information the campus believes is being provided to students and what students and staff experience.

SBA5: The District shall provide opportunities for ongoing professional training and development for all instructional staff in all areas of coordinated school health. Classroom teachers will be provided resources for integrating physical and mental wellness activities into the classroom.

The stakeholder surveys indicated that the majority of staff members do not feel that they receive adequate ongoing professional development in the areas of coordinated school health. Only 40% of campus staff members agreed or strongly agreed they receive learning about promoting nutrition at their campuses (45% of campus staff disagreed/strongly disagreed). Slightly more campus staff members, 53%, agree/strongly agree that they receive learning that helps them integrate physical and mental wellness activities into the classroom. This could indicate a gap in understanding where resources are that could support this or other avenues of ongoing professional development may need to be considered.

SBA6: The District shall provide other coordinated school health services that support the overall physical, mental/emotional and social wellness of students, staff and community members. The District employee wellness program shall implement strategies to support staff in improving their overall health, well-being and quality of life by providing health and wellness education, a diverse selection of wellness programs, and an atmosphere that is conducive to health improvements.

The FBISD LiveWell page supports a coordinated effort to inform all district stakeholders about supports and strategies to improve their overall health and well-being. Information about the benefits that are available can be found on the LiveWell app or the district website [page](#).

SBA7: The District Employee Benefits and Wellness Department will maintain a staff committee focused on creating an employee benefits and wellness culture that will empower employees to lead healthier and well-balanced lives.

The Fort Bend ISD Benefits and Wellness Department offers a variety of resources with the emphasis on empowering employees to lead healthier and well-balanced lives. The employee resource center can be found at the [department page](#) and includes benefits descriptions, links to services, FAQs, the Benefits and Wellness Video Library, a connection to the Live Well app, and information about wellness Wednesdays.

SBA8: Each campus shall include in the Campus Improvement Plan (CIP) strategies, metrics and milestones related to coordinated school health implementation [See BQ and BQB].

On the campus wellness assessment between 55 and 72% of campuses reported that Campus Improvement Plans (CIP) includes strategies, metrics, and milestones related to coordinated school health implementation to support the implementation of the wellness policy. This indicates a significant gap in the campus improvement planning process as this is a legal compliance component and campuses are provided with information as to how they could be incorporated into campus improvement plans.

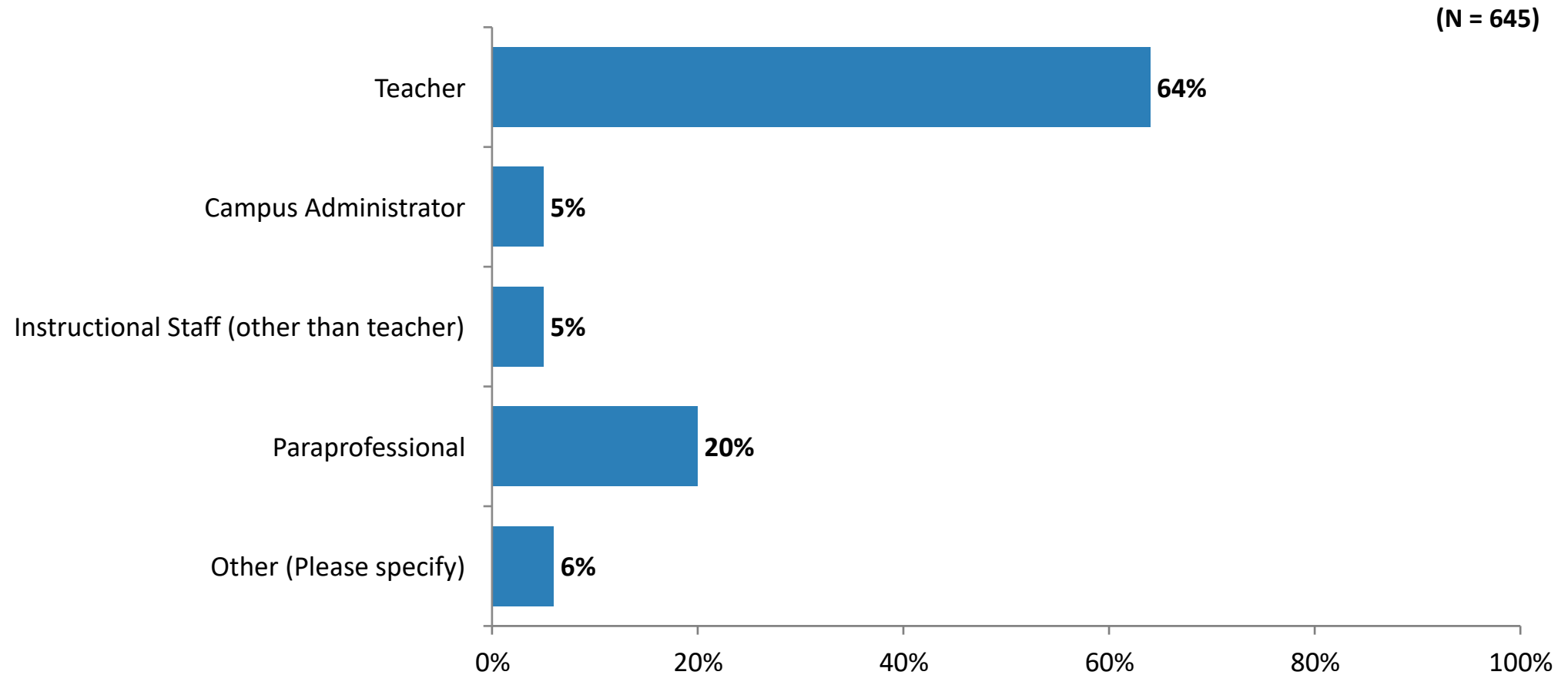
EXHIBIT B- Wellness Policy Stakeholder Feedback Survey Results

FBISD Wellness Policy Feedback

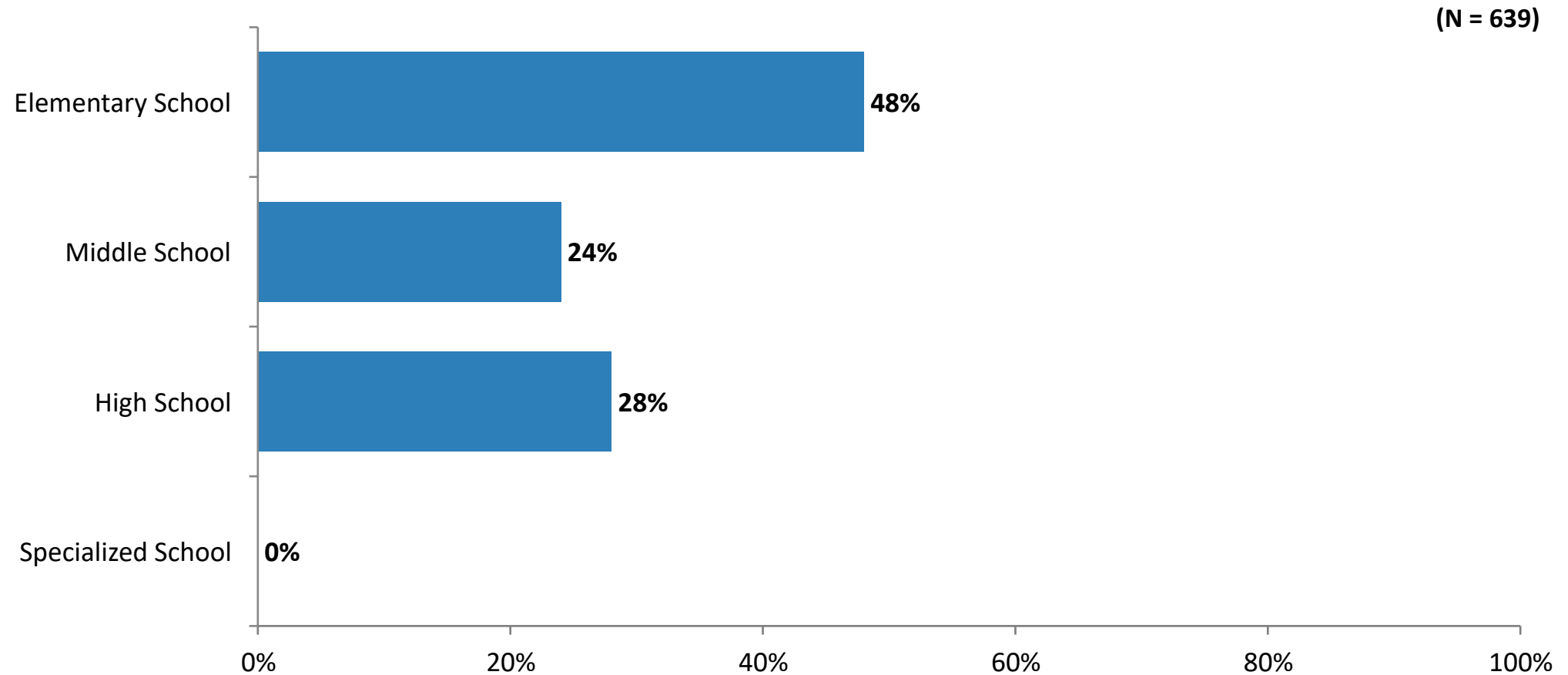
Results and Analysis



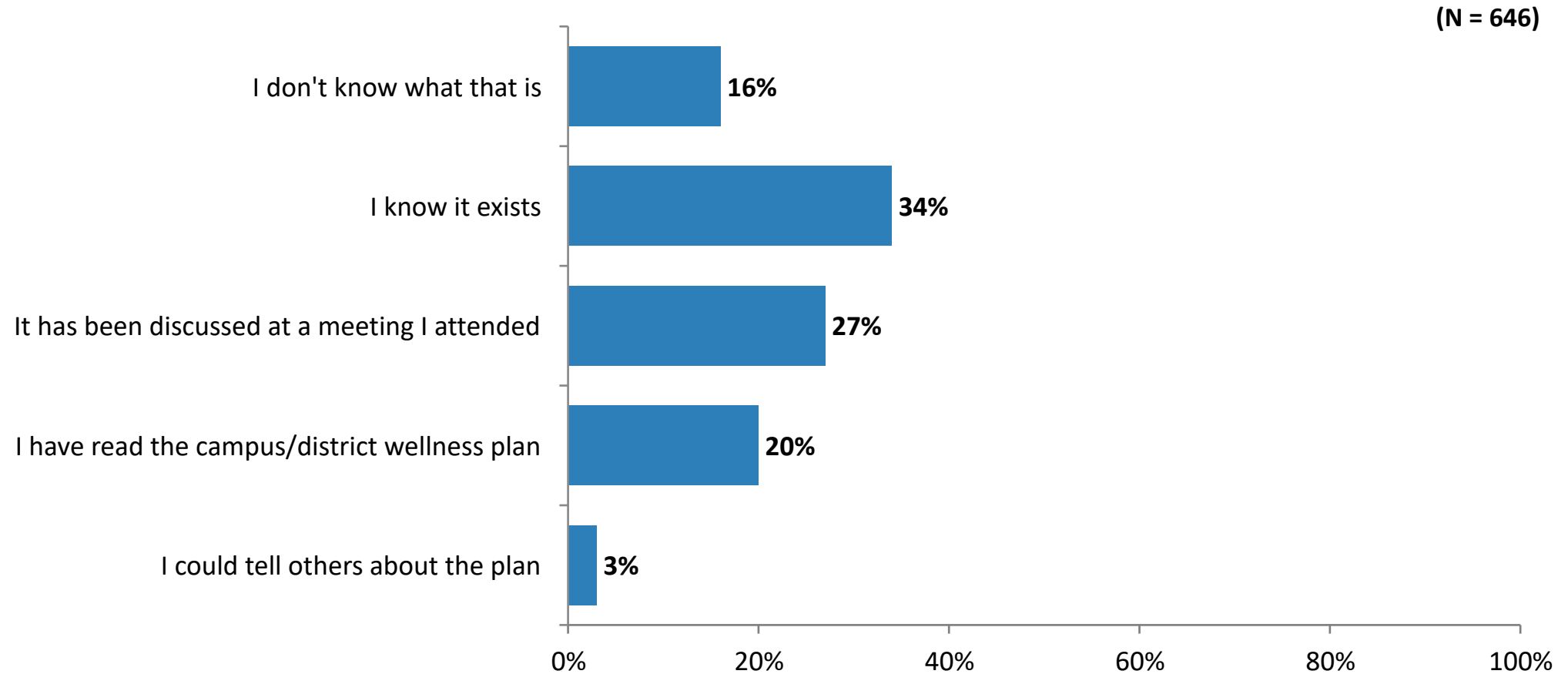
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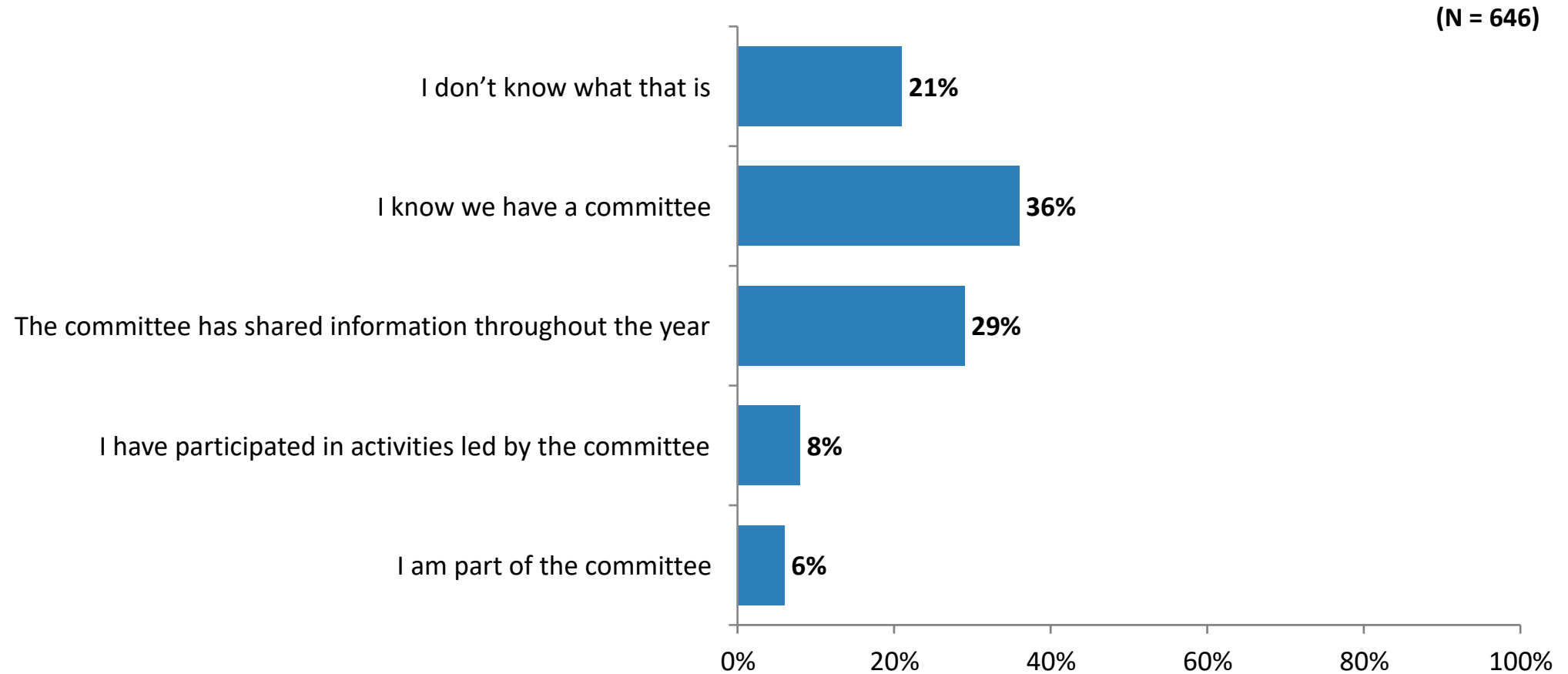
Please select your campus level



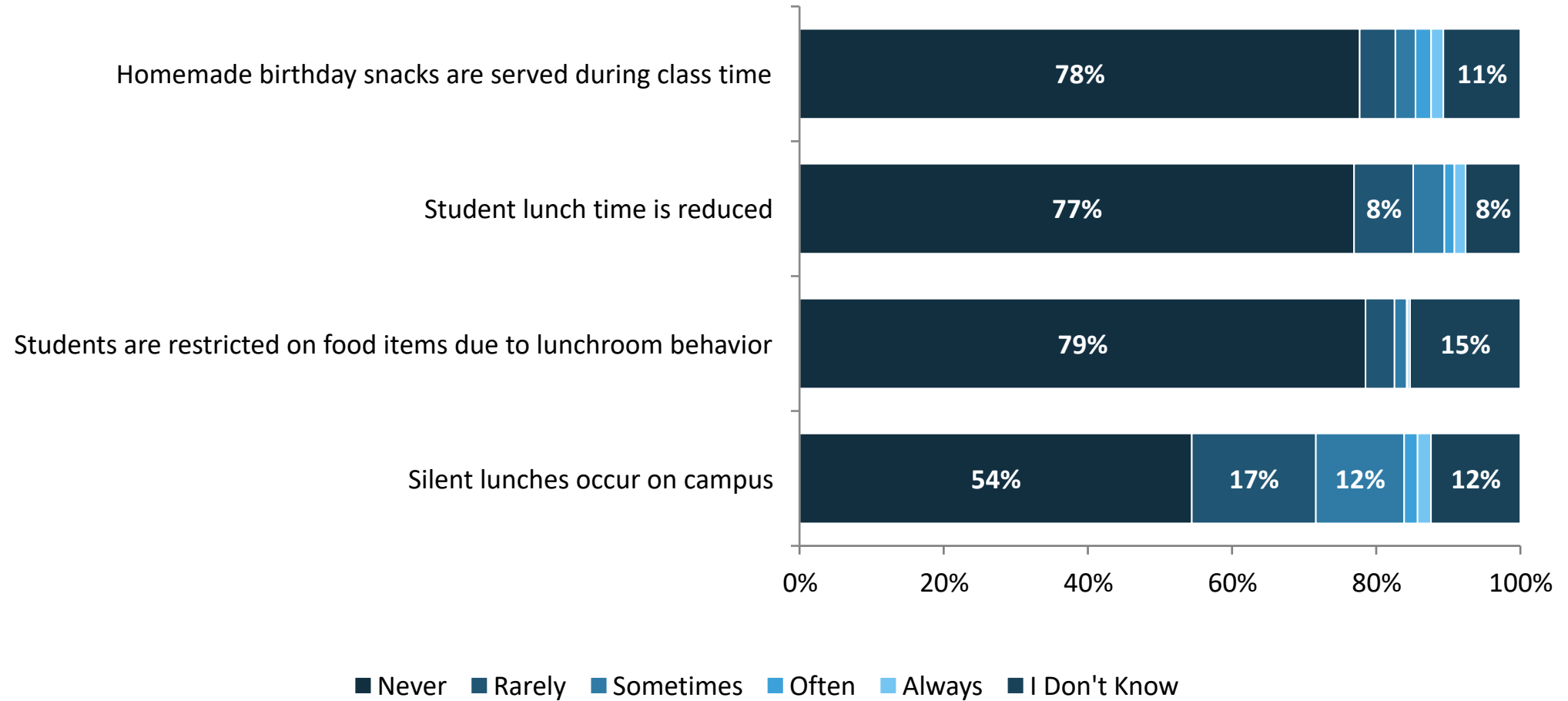
Rate your level of understanding of your campus/district wellness goals:



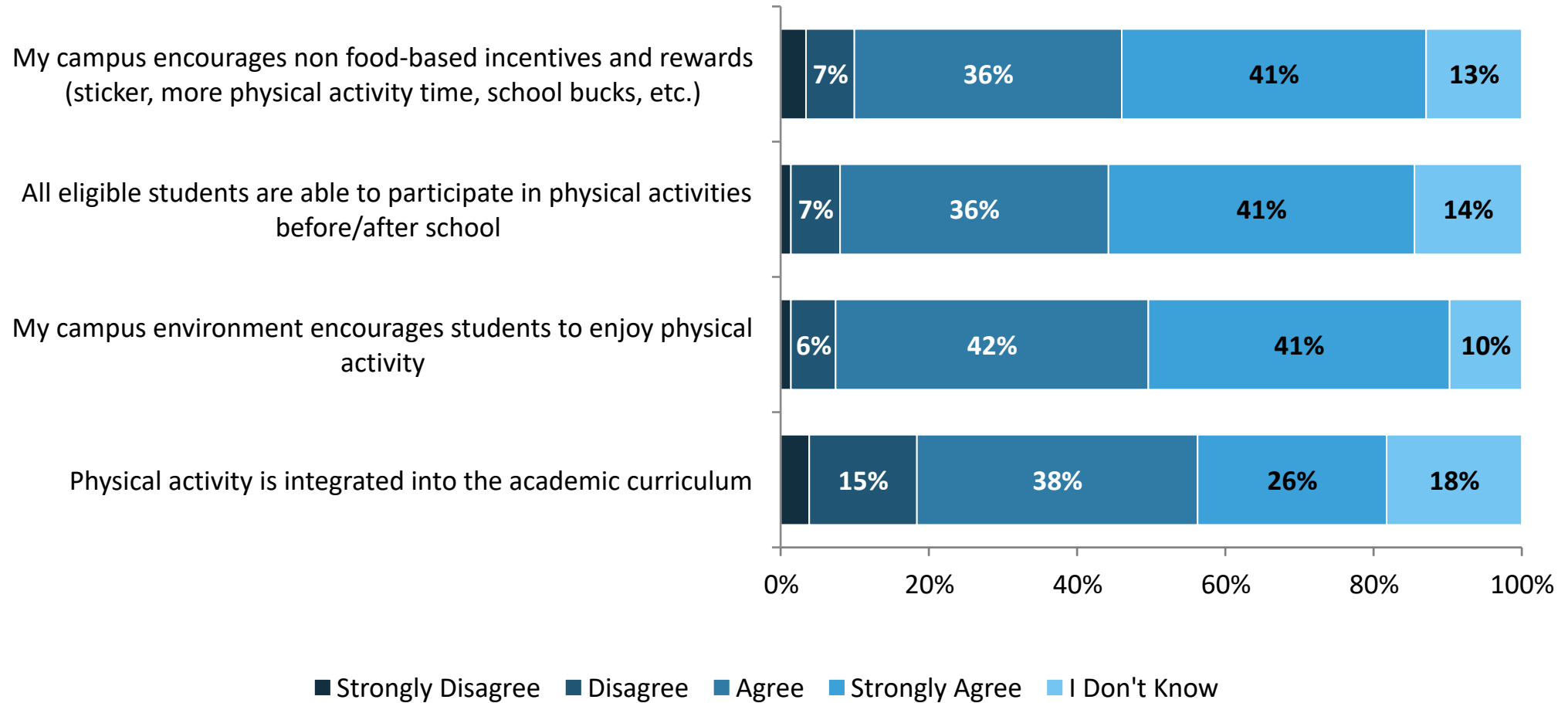
Rate your level of familiarity with your Campus Wellness Committee:



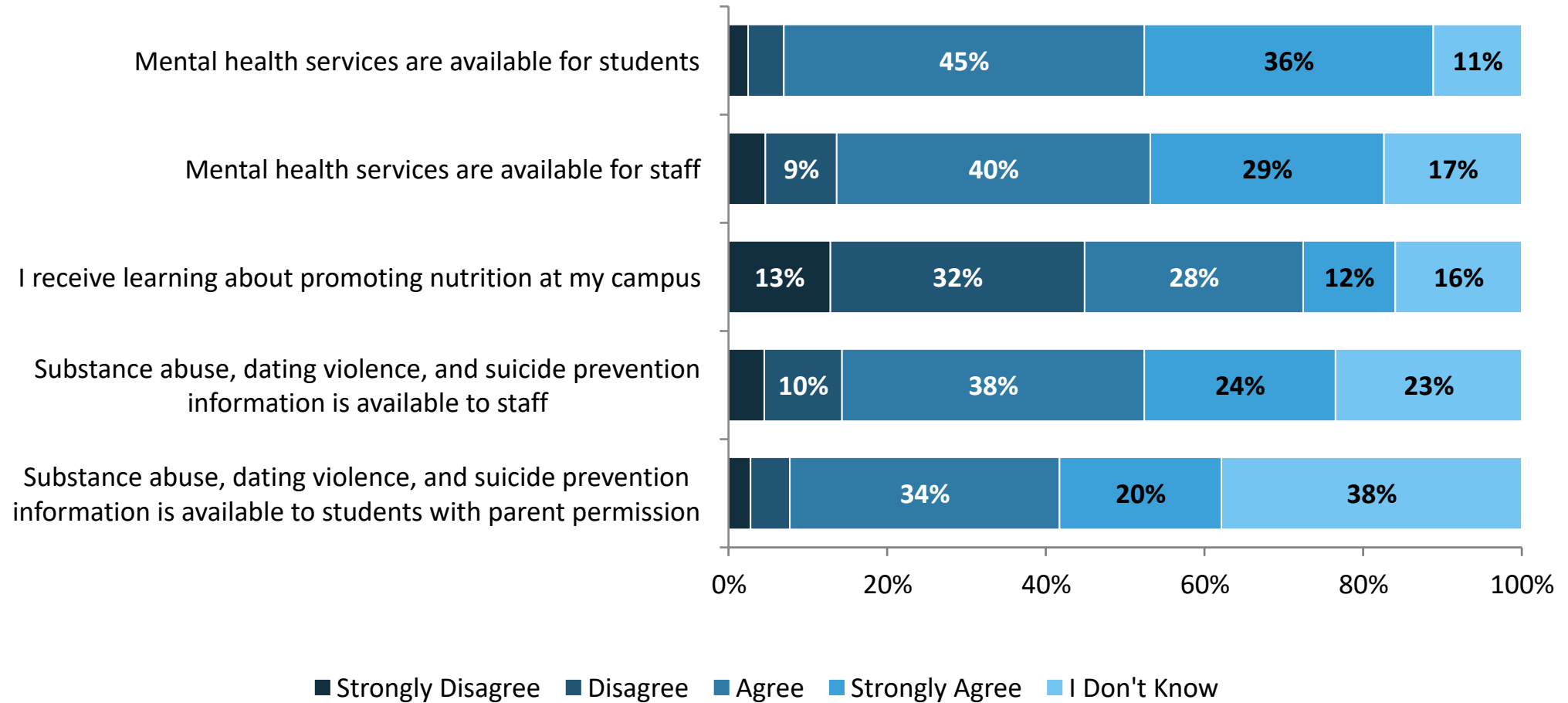
How frequently do the following activities occur at your campus?



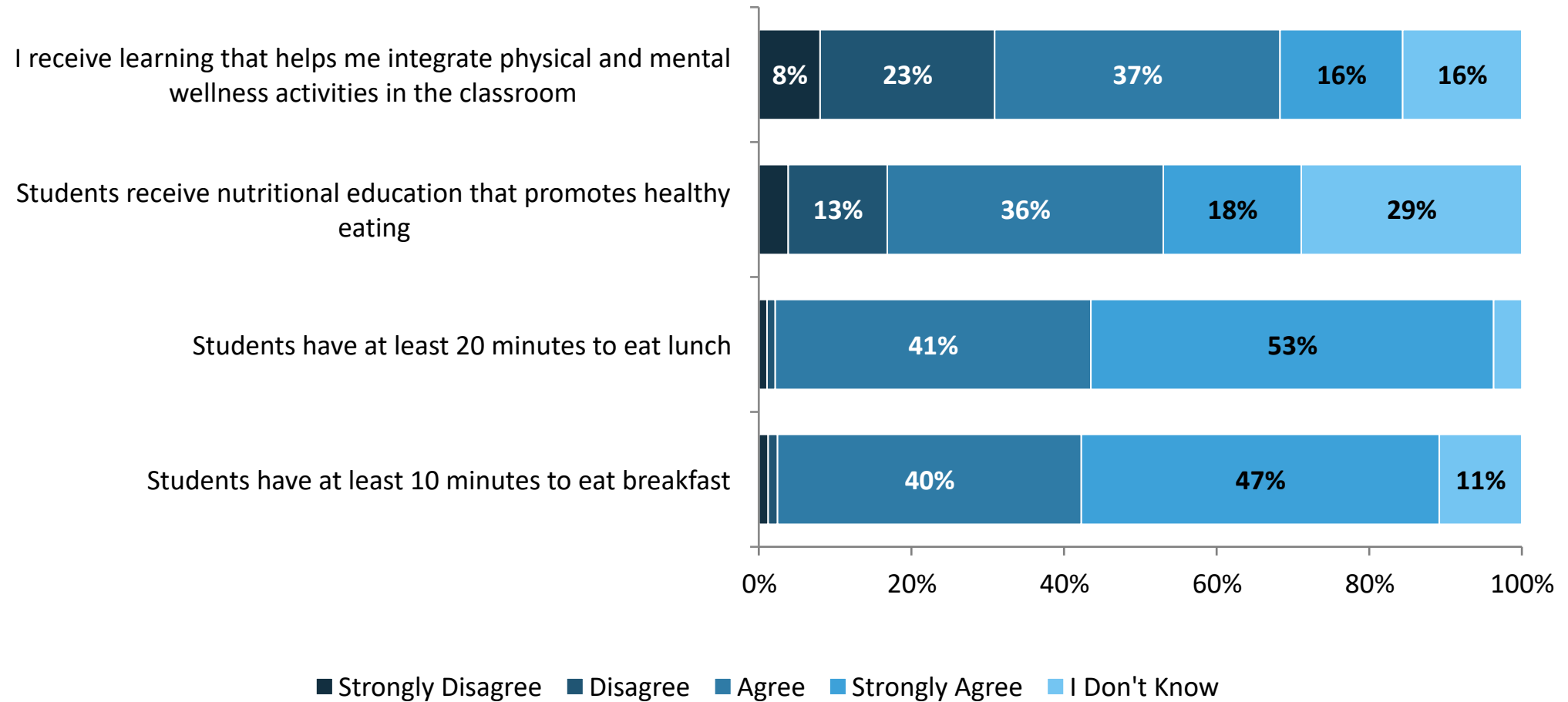
To what extent do you agree with each statement below?



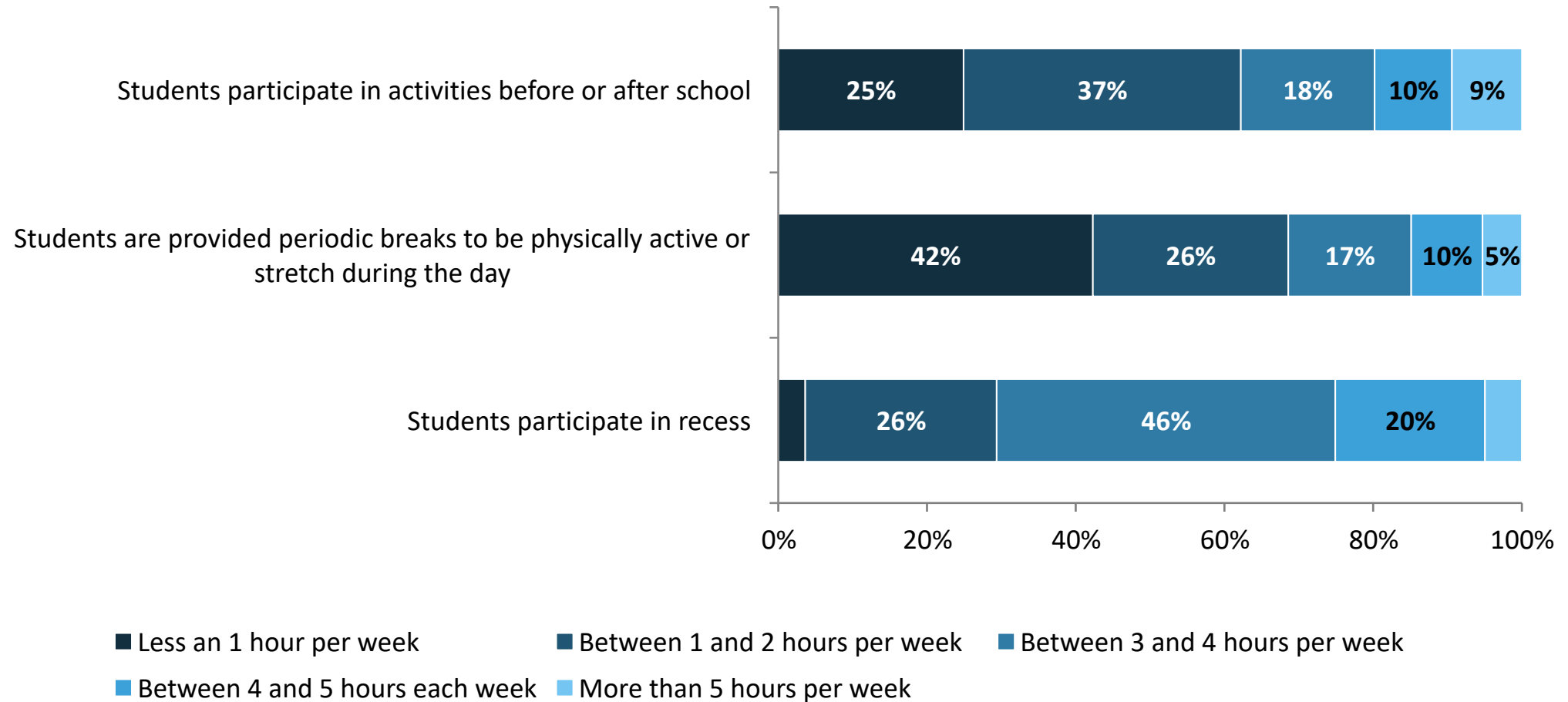
To what extent do you agree with each statement below? (Continued)



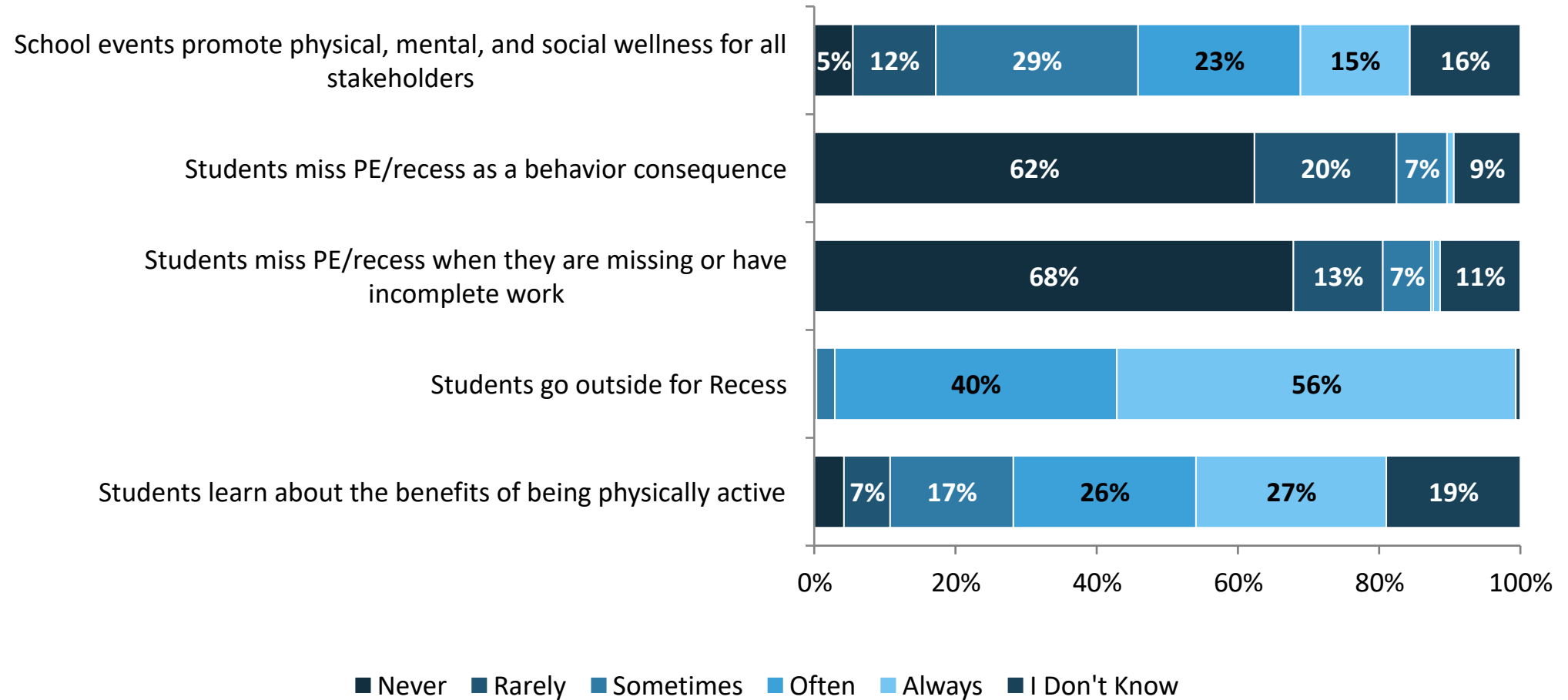
To what extent do you agree with each statement below? (Continued)



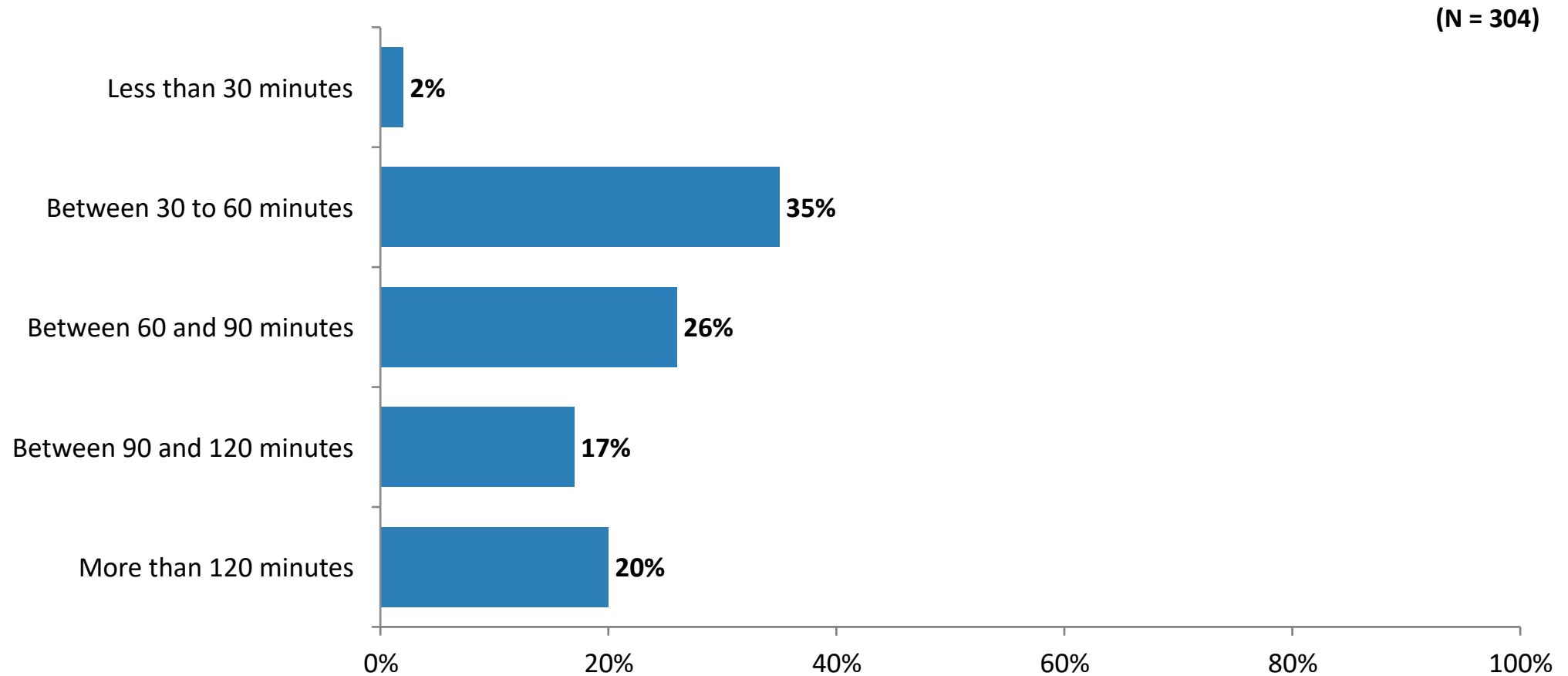
How much time EACH WEEK do students engage in the following activities at your campus?



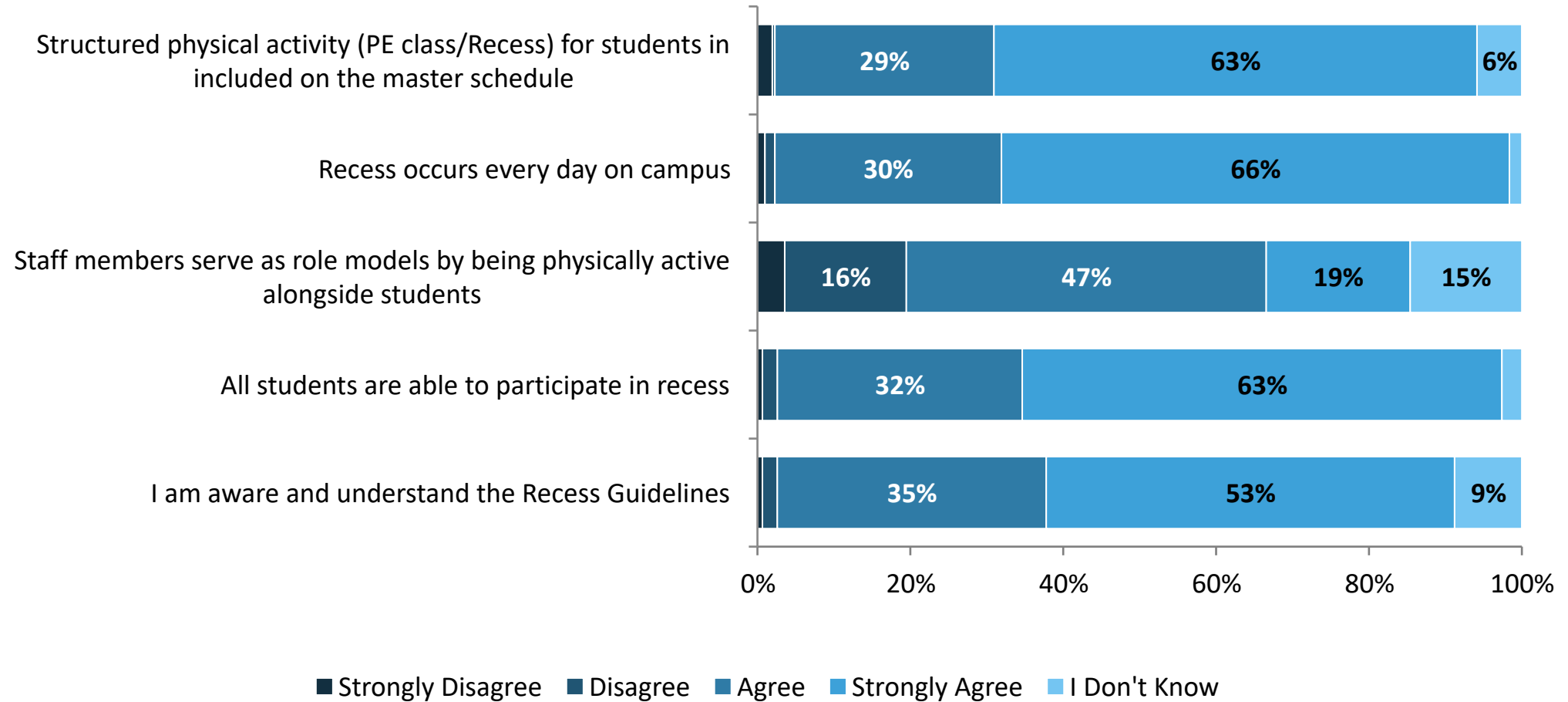
Based on your experience, how often does the following occur at your campus?



How long do my students spend in structured physical activity (PE class/structured recess) each week?

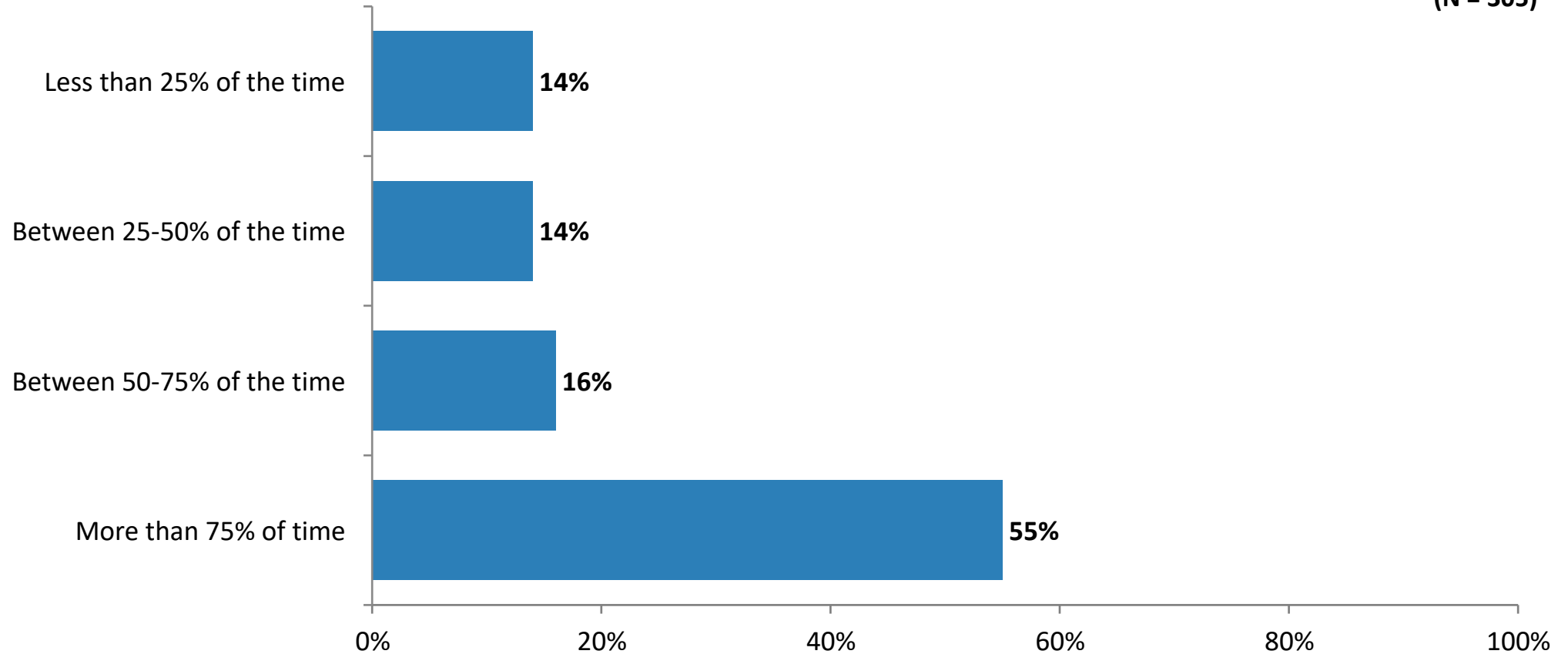


To what extent do you agree with each statement below?



How much of recess time is unstructured (free play) at your campus?

(N = 305)





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EXHIBIT C- 2022 – 23 Campus Wellness Assessment Scores by Campus

This is a district-developed tool completed annually by each Campus Wellness Committee to self-report the level of compliance to the district wellness policy components. Campuses receive scores based on points earned to achieve Gold, Silver, or Bronze Distinctions from the District. The assessment questions are grouped into categories such as Wellness Committee, Health & Nutrition Education, Nutrition Education & Promotion, Breakfast & Lunch, Recess, Physical Activity/Physical Education, Health Services, Mental Health & Trauma Informed Care, Campus Improvement Plans, and Other Site-Based Activities.

For Elementary campuses the following scores are needed to earn each distinction level for 2022 – 23:

- Gold: 42-50 points (more than 84% of possible points)
- Silver: 35-41 points (between 75-83% of possible points)
- Bronze: 25-34 points (less than 75% of possible points)

2022 – 23 Elementary School Campus Wellness Assessment Scores		
Campus Name	Wellness Score Level	Campus Wellness Assessment Score
Anne Sullivan Elementary	Gold	50
Arizona Fleming Elementary	Gold	48
Armstrong Elementary	Gold	48
Austin Parkway Elementary	Gold	50
Barbara Jordan Elementary	Gold	48
Barrington Place Elementary (Gold	49
Blue Ridge Elementary	Gold	42
Briargate Elementary	Gold	49
Brazos Bend Elementary	Gold	50
Briargate Elementary	Gold	50
Colony Bend Elementary	Gold	47
Colony Meadows Elementary	Gold	50
Commonwealth Elementary	Gold	50
Cornerstone Elementary	Gold	47
Dulles Elementary	Gold	48
E. A. Jones Elementary	Gold	48
Edgar Glover Elementary	Gold	50
Goodman Elementary	Gold	47
Heritage Rose Elementary	Gold	50
Highlands Elementary	Gold	46
Hunters Glen & Early Learning Center	Gold	49
James Neill Elementary	Gold	45
James Patterson Elementary	Gold	47
Jan Schiff Elementary	Gold	50
Juan Seguin Elementary	Gold	49
Lakeview Elementary	Gold	43

Lantern Lane Elementary	Gold	49
Leonetti Elementary	Gold	41
Lexington Creek Elementary	Gold	45
Madden Elementary	Gold	50
Malala Yousafzai Elementary	Silver	50
Mary Austin Holley Elementary	Gold	45
Meadows Elementary	Silver	51
Mission Bend Elementary	Gold	50
Mission Glen Elementary	Gold	49
Mission West Elementary	Gold	50
Oakland Elementary	Gold	40
Oyster Creek Elementary	Gold	50
Palmer Elementary	Gold	50
Pecan Grove Elementary	Gold	50
Quail Valley Elementary	Gold	44
Ridgegate Elementary	Gold	50
Ridgemont Elementary	Silver	45
Rita Drabek Elementary	Gold	48
Rosa Parks Elementary	Silver	50
Scalan Oaks Elementary	Gold	42
Settlers Way Elementary	Gold	50
Sienna Crossing Elementary	Gold	48
Sugar Mill Elementary	Gold	43
Townwest Elementary	Gold	49
Walker Station Elementary	Gold	50
Walter Moses Burton Elementary	Gold	46

For Middle School campuses the following scores are needed to earn each distinction level for 2022 – 23:

- Gold: 38-45 points (greater than 84% of possible points)
- Silver: 31-37 points (between 69 and 84% of possible points)
- Bronze: 22-30 points (less than 69% of possible points)

2022 – 23 Middle School Campus Wellness Assessment Scores		
Campus Name	Wellness Score Level	Campus Wellness Assessment Score
Baines Middle School	Silver	36
Christa McAuliffe Middle School	Gold	45
Crockett Middle School	Gold	42
Dulles Middle School	Silver	35
First Colony Middle School	Gold	39
Fort Settlement Middle School	Gold	45
Garcia Middle School	Gold	38
Hodges Bend Middle School	Gold	45
James Bowie Middle School	Gold	43
Lake Olympia Middle School	Gold	40
Missouri City Middle School	Gold	39
Quail Valley Middle School	Gold	45
Ronald Thornton Middle School	Gold	40
Sartartia Middle School	Gold	41
Sugar Land Middle School	Gold	44

For High School campuses the following scores are needed to earn each distinction level for 2022 – 23:

- Gold: 38-45 points (greater than 84% of possible points)
- Silver: 31-37 points (between 69 and 84% of possible points)
- Bronze: 22-30 points (less than 69% of possible points)

2022 – 23 High School Campus Wellness Assessment Scores		
Campus Name	Wellness Score Level	Campus Wellness Assessment Score
Austin HS	Gold	43
Clements High School	Gold	45
Dulles High School	Gold	44
Elkins High School	Silver	37
George Bush HS	Gold	41
Hightower High School	Gold	41

Kempner High School	Gold	43
Thurgood Marshall HS	Gold	42
Travis High School	Silver	37
Ridge Point High School	Gold	43
Willowridge High School	Silver	37

For Specialty campuses the following scores are needed to earn each distinction level for 2022 – 23:

- Gold: 23-27 points (greater than 85% of possible points)
- Silver: 19-22 points (between 70 and 84% of possible points)
- Bronze: 14-18 points (less than 70% of possible points)

2022 – 23 Specialty School Campus Wellness Assessment Scores		
Campus Name	Wellness Score Level	Campus Wellness Assessment Score
James Reese CTC	Gold	25
Progressive High School	Silver	33
Ferndell Henry Center for Learning	Bronze	30

EXHIBIT D-2022 – 23 Campus Wellness Assessment Questions

Fort Bend ISD Wellness Survey

Each campus principal is responsible for the implementation of the FBISD Wellness Plan at his or her campus, including the submission of the necessary information to the SHAC for evaluation.



Elementary School Campus Wellness Assessment

Wellness Committee

1. The campus has a wellness committee that meets at least four times a year and oversees school wellness programs.	Yes No
2. The campus principal will annually invite parents, staff, administrators, students, school nurses.	Yes No
Total:	____ (Max Score 2)

Health & Nutrition Education

3. Health Education is taught twice a week through Physical Education.	Yes No
4. Nutrition education is part of the Health & PE Curriculum and reflects the cultural diversity of students as defined by differences in socio-economic status, accessibility, religion, ethnicity, and cultural norms.	Yes No
Total:	____ (Max Score 2)

Nutrition Education & Promotion

5. The campus communicates information about campus food and nutrition programs to families and the community by using the following techniques: School Website Menu Viewer menu app, School/Community events such as Open Houses, etc.	Yes No
6. All foods & beverages served and sold during the school day meet the USDA's Smart Snacks in school nutrition standards.	Yes No

7. The campus prohibits using food as punishment.	Yes No
8. The campus implements the promotion of nutrition messages (i.e. posters for special events/messages in the cafeteria, morning announcements from the front office, nutrition messages communicated in the school curriculum).	Yes No
9. The campus promotes healthy food and beverage choices to students.	Yes No
10. Fundraising efforts during school hours meet the USDA's Smart Snacks in School nutrition standards. (The campus follows FBISD Fundraising Guidelines).	Yes No
11. The campus requires foods provided to students to be store-bought items and must include a food label that provides an ingredients list to prevent intervenient allergic reactions.	Yes No
12. All classroom or campus celebrations will be encouraged to include at least one healthy choice item.	Yes No
Total:	___ (Max Score 8)

Breakfast & Lunch

13. The campus provides students with at least ten minutes to eat breakfast starting at the time a student has received his or her meal.	Yes No
14. The campus provides students with at least twenty minutes to each lunch from the time a student has received his or her meal.	Yes No
15. The campus provides students with a clean, safe, and comfortable dining environment that includes social and enjoyable experiences for all students during mealtime.	Yes No
16. The campus prohibits silent lunch as a form of punishment and only allows silent lunch to ensure students and/or staff safety or as a requirement for local/state testing.	Yes No
Total:	___ (Max Score 4)

Recess

17. All students are provided at least 30 minutes of recess daily. This is evident on the campus master schedule.	Yes No
18. During recess, students are provided at least 20 minutes of unstructured physical activity each school day.	Yes No
19. Indoor recess (physically active) activities are conducted when the weather is not feasible to go outside.	Yes No
20. Recess is not withheld as punishment or to make up assignments at your campus.	Yes No
21. All instructional staff at the campus have been educated on and follow the FBISD Recess Guidelines.	Yes No
Total:	___ (Max Score 5)

Physical Activity/Physical Education

22. All students in each grade receive structured physical activity for at least 135 minutes per week throughout the school year.	Yes No
23. The campus promotes student participation in a variety of community physical activity options.	Yes No
24. The campus does not withhold physical education class as punishment or time to make up work for another class.	Yes No
25. The campus offers regular opportunities for students in grades 3-5 to participate in physical activity either before or after school.	Yes No
26. PE teachers follow the PE Instructional Model, which encourages students to be moderately to vigorously active for at least 50% of the physical education class.	Yes No
27. All non-exempt students in grades 3-5 participate in and have data entered for a physical fitness assessment, Fitnessgram, by the District set deadline.	Yes No
28. All students are provided opportunities to participate in physical activity breaks in classrooms, outside of physical education class,	Yes No

recess, and class transition periods on all or most days during a typical school week.	
29. Campus principal will ensure that the student-to-teacher ratio does not exceed 45 to 1.	Yes No
30. The campus promotes, through a variety of media, the multiple physical activity opportunities both during and outside of the school day.	Yes No
31. The campus offers at least one event annually, either during or outside of normal school hours that involves physical activity and includes both parents and students in the event.	Yes No
Total:	____ (Max Score 10)

Health Services

32. The campus has staff members designated to administer medication provided by a parent/guardian in the school setting during the course of the school day.	Yes No
33. The campus requires prescription medication administered to students to have parent and physician authorization annually.	Yes No
34. The campus has one employee, such as the nurse, that supervises the storage and administration of medications and maintenance records of the administration of medication.	Yes No
35. The campus has staff members designated to administer epinephrine in the school setting during the course of the school day.	Yes No
36. The campus requires epinephrine administration to students to have parent and physician authorization annually.	Yes No
37. The campus has one employee, such as the nurse, that supervises the storage and administration of epinephrine and maintenance records of the administration of epinephrine.	Yes No
Total:	____ (Max Score 6)

Mental Health & Trauma Informed Care

38. The campus utilizes District resources to provide mental health awareness, suicide prevention and intervention, and dating violence strategies to students, staff, and parents based on the unique needs of their campus.	Yes No
39. The Mental Health counselor has a private and confidential office space to provide counseling services.	Yes No
40. A campus counselor is identified as the Campus Mental Health Liaison (CMHL)	Yes No
41. The campus collaborates with CMHL and the school counseling team to develop a streamlined referral protocol.	Yes No
42. Student Support Team Meetings (SSTs) are conducted prior to Mental Health referrals to determine and identify the appropriate tier of intervention.	Yes No
43. The CMHL has monthly check-ins with the MH partner to discuss referrals and case updates.	Yes No
44. Regular check-ins with the CMHL and Principal/Administrator are conducted.	Yes No
45. A robust campus mental health program promotion exists, via newsletters, website, parent events, parent conferences etc.	Yes No
Total:	____ (Max Score 8)

Other Site-Based Activities

46. The campus promotes and encourages staff to engage in the wellness offerings provided by the District.	Yes No
47. The campus provides multiple opportunities throughout the school year where students and families can receive health and wellness information (health fairs, wellness nights).	Yes No
48. The campus promotes students, staff, parents, and community wellness events.	Yes No
49. The campus encourages healthy lifestyle habits through a variety of media.	Yes No
Total:	(Max Score 4)

Campus Improvement Plan

50. Campus Improvement Plan (CIP) includes strategies, metrics, and milestones related to coordinated school health implementation to support the implementation of the wellness policy annually.	Yes No
Total:	___ (Max Score 1)

Campus Wellness Assessment Total

Campus Wellness Committee	___ (Max Score 2)
Health & Nutrition Education	___ (Max Score 2)
Nutrition Education & Promotion	___ (Max Score 8)
Breakfast and Lunch	___ (Max Score 4)
Recess	___ (Max Score 5)
Physical Activity/Physical Education	___ (Max Score 10)
Health Services	___ (Max Score 6)
Mental Health & Trauma Informed Care	___ (Max Score 8)
Other Site-Based Activities	___ (Max Score 4)
Campus Improvement Plan	___ (Max Score 1)
Total:	___ (Max Score 50)

FBISD Wellness Award

Gold (Empowered)	Silver (Developing)	Bronze (Launching)
50-42	41-35	34-25

Fort Bend ISD Wellness Survey

Each campus principal is responsible for the implementation of the FBISD Wellness Plan at his or her campus, including the submission of the necessary information to the SHAC for evaluation.



Middle School Campus Wellness Assessment

Wellness Committee

1. The campus has a wellness committee that meets at least four times a year and oversees school wellness programs.	Yes No
2. The campus principal will annually invite parents, staff, administrators, students, school nurses.	Yes No
Total:	____ (Max Score 2)

Health & Nutrition Education

3. All middle students will receive one semester of health education in 7 th grade.	Yes No
4. Nutrition education is part of the Health & PE Curriculum and reflects the cultural diversity of students as defined by differences in socio-economic status, accessibility, religion, ethnicity, and cultural norms.	Yes No
Total:	____ (Max Score 2)

Nutrition Education & Promotion

5. The campus communicates information about campus food and nutrition programs to families and the community by using the following techniques: School Website Menu Viewer menu app, School/Community events such as Open Houses, etc.	Yes No
6. All foods & beverages served and sold during the school day meet the USDA's Smart Snacks in school nutrition standards.	Yes No

7. The campus prohibits using food as punishment.	Yes No
8. The campus implements the promotion of nutrition messages (i.e. posters for special events/messages in the cafeteria, morning announcements from the front office, nutrition messages communicated in the school curriculum).	Yes No
9. The campus promotes healthy food and beverage choices to students.	Yes No
10. Fundraising efforts during school hours meet the USDA's Smart Snacks in School nutrition standards. (The campus follows FBISD Fundraising Guidelines).	Yes No
11. The campus requires foods provided to students to be store bought items and must include a food label that provides an ingredients list to prevent intervenient allergic reactions.	Yes No
12. All classroom or campus celebrations will be encouraged to include at least one healthy choice item.	Yes No
Total:	___ (Max Score 8)

Breakfast & Lunch

13. The campus provides students with at least ten minutes to eat breakfast starting at the time a student has received his or her meal.	Yes No
14. The campus provides students with at least twenty minutes to each lunch from the time a student has received his or her meal.	Yes No
15. The campus provides students a clean, safe, and comfortable dining environment that includes social and enjoyable experiences for all students during mealtime.	Yes No
16. The campus prohibits silent lunch as a form of punishment and only allows silent lunch to ensure students and/or staff safety or as a requirement for local/state testing.	Yes No
Total:	___ (Max Score 4)

Physical Activity/Physical Education

17. All students will be provided the opportunity to participate in at least 30 minutes daily or 225 minutes per two weeks of moderate to vigorous physical activity for at least five semesters between grades 6-8.	Yes No
18. PE teachers follow the PE Instructional Model, which encourages students to be moderately to vigorously active for at least 50% of the physical education class.	Yes No
19. The campus promotes student participation in a variety of community physical activity options.	Yes No
20. The campus encourages appropriate before and after school structured fitness/sports clubs and encourages students to participate.	Yes No
21. The campus encourages healthy lifestyle habits through a variety of media.	Yes No
22. Campus principal ensures that the student-to-teacher ratio does not exceed 45 to 1.	Yes No
23. The campus will ensure that the physical environment is free from hazards, safe, and in good working condition, and needed work orders are submitted as needed.	Yes No
24. The campus encourages parents and guardians to support their children's participation in physical activities.	Yes No
25. The campus offers at least one event annually, either during or outside of normal school hours that involves physical activity and includes both parents and students in the event.	Yes No
26. The campus does not withhold physical education class as punishment or time to make up work for another class with the exception of severe discipline consequences assigned by the campus administration (i.e. In School Suspension (ISS), Out of School Suspension (OSS)).	Yes No
Total:	_____ (Max Score 10)

Health Services

27. The campus has staff members designated to administer medication provided by a	Yes No
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parent/guardian in the school setting during the school day.	
28. The campus requires prescription medication administered to students to have parent and physician authorization annually.	Yes No
29. The campus has one employee, such as the nurse, that supervises the storage and administration of medications and maintenance records of the administration of medication.	Yes No
30. The campus has staff members designated to administer epinephrine in the school setting during the school day.	Yes No
31. The campus requires epinephrine administration to students to have parent and physician authorization annually.	Yes No
32. The campus has one employee, such as the nurse, that supervises the storage and administration of epinephrine and maintenance records of the administration of epinephrine.	Yes No
Total:	____ (Max Score 6)

Mental Health & Trauma Informed Care

33. The campus utilizes District resources to provide mental health awareness, suicide prevention and intervention, and dating violence strategies to students, staff, and parents based on the unique needs of their campus.	Yes No
34. The campus has a Mental Health counselor with a private and confidential office space to provide counseling services.	Yes No
35. A campus counselor is identified to be the Campus Mental Health Liaison (CMHL).	Yes No
36. The campus collaborates with CMHL and school counseling team to develop a streamlined referral protocol.	Yes No
37. Student Support Team Meetings (SSTs) are conducted prior to Mental Health referrals to determine and identify the appropriate tier of intervention.	Yes No

38. The CMHL has monthly check-ins with the MH partner to discuss referrals and case updates.	Yes No
39. Regular check-ins with the CMHL and Principal/Administrator are conducted.	Yes No
40. A robust campus mental health program promotion exists, via newsletters, website, parent events, parent conferences etc.	Yes No
Total:	___ (Max Score 8)

Other Site-Based Activities

41. The campus promotes and encourages staff to engage in the wellness offerings provided by the District.	Yes No
42. The campus provides multiple opportunities throughout the school year where students and families can receive health and wellness information (health fairs, wellness nights).	Yes No
43. The campus promotes students, staff, parents and community wellness events.	Yes No
44. The campus will encourage healthy lifestyle habits through a variety of media.	Yes No
Total:	___ (Max Score 4)

Campus Improvement Plan

45. Campus Improvement Plan (CIP) includes strategies, metrics, and milestones related to coordinated school health implementation to support the implementation of the wellness policy annually.	Yes No
Total:	___ (Max Score 1)

Campus Wellness Assessment Total

Campus Wellness Committee	____ (Max Score 2)
Health & Nutrition Education	____ (Max Score 2)
Nutrition Education & Promotion	____ (Max Score 8)
Breakfast and Lunch	____ (Max Score 4)
Physical Activity/Physical Education	____ (Max Score 10)
Health Services	____ (Max Score 6)
Mental Health & Trauma Informed Care	____ (Max Score 8)
Other Site-Based Activities	____ (Max Score 4)
Campus Improvement Plan	____ (Max Score 1)
Total:	____ (Max Score 45)

FBISD Wellness Award

Gold (Empowered)	Silver (Developing)	Bronze (Launching)
45-38	37-31	30-22

Fort Bend ISD Wellness Survey

Each campus principal is responsible for the implementation of the FBISD Wellness Plan at his or her campus, including the submission of the necessary information to the SHAC for evaluation.



High School Campus Wellness Assessment

Wellness Committee

1. The campus has a wellness committee that meets at least four times a year and oversees school wellness programs.	Yes No
2. The campus principal will annually invite parents, staff, administrators, students, and school nurses.	Yes No
Total:	____ (Max Score 2)

Health & Nutrition Education

3. All high school students will receive one semester of health education as part of their graduation plan.	Yes No
4. Nutrition education is part of the Health & PE Curriculum and reflects the cultural diversity of students as defined by differences in socio-economic status, accessibility, religion, ethnicity, and cultural norms.	Yes No
Total:	____ (Max Score 2)

Nutrition Education & Promotion

5. The campus communicates information about campus food and nutrition programs to families and the community by using the following techniques: School Website Menu Viewer menu app, School/Community events such as Open Houses, etc.	Yes No
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6. All foods & beverages served and sold during the school day meet the USDA's Smart Snacks in school nutrition standards.	Yes No
7. The campus prohibits using food as punishment.	Yes No
8. The campus implements the promotion of nutrition messages (i.e. posters for special events/messages in the cafeteria, morning announcements from the front office, nutrition messages communicated in the school curriculum).	Yes No
9. The campus promotes healthy food and beverage choices to students.	Yes No
10. Fundraising efforts during school hours meet the USDA's Smart Snacks in School nutrition standards. (The campus follows FBISD Fundraising Guidelines).	Yes No
11. The campus requires foods provided to students to be store-bought items and must include a food label that provides an ingredient list to prevent intervenient allergic reactions.	Yes No
12. All classroom or campus celebrations will be encouraged to include at least one healthy choice item.	Yes No
Total:	___ (Max Score 8)

Breakfast & Lunch

13. The campus provides students with at least ten minutes to eat breakfast starting at the time a student has received his or her meal.	Yes No
14. The campus provides students with at least twenty minutes to each lunch from the time a student has received his or her meal.	Yes No
15. The campus provides students a clean, safe and comfortable dining environment that includes social and enjoyable experiences for all students during mealtime.	Yes No
16. The campus prohibits silent lunch as a form of punishment and only allows silent lunch to ensure student and/or staff safety or as a requirement for local/state testing.	Yes No
Total:	___ (Max Score 4)

Physical Activity/Physical Education

17. All students will be provided the opportunity to participate in at least one full credit of physical education class or approved substitute and will be required for graduation.	Yes No
18. PE teachers follow the PE Instructional Model, which encourages students to be moderately to vigorously active for at least 50% of the physical education class.	Yes No
19. The campus promotes student participation in a variety of community physical activity options.	Yes No
20. The campus encourages appropriate before and after school structured fitness/sports clubs and encourages students to participate.	Yes No
21. The campus encourages healthy lifestyle habits through a variety of media.	Yes No
22. Campus principal ensures that the student-to-teacher ratio does not exceed 45 to 1.	Yes No
23. The campus will ensure that the physical environment is free from hazards, safe, and in good working condition, and needed work orders are submitted as needed.	Yes No
24. The campus encourages parents and guardians to support their children's participation in physical activities.	Yes No
25. The campus offers at least one event annually, either during or outside of normal school hours that involves physical activity and includes both parents and students in the event.	Yes No
26. The campus does not withhold physical education class as punishment or time to make up work for another class with the exception of severe discipline consequences assigned by the campus administration (i.e. In School Suspension (ISS), Out of School Suspension (OSS)).	Yes No
Total:	_____ (Max Score 10)

Health Services

27. The campus has staff members designated to administer medication provided by a	Yes No
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parent/guardian in the school setting during the course of the school day.	
28. The campus requires prescription medication administered to students to have parent and physician authorization annually.	Yes No
29. The campus has one employee, such as the nurse, that supervises the storage and administration of medications and maintenance records of the administration of medication.	Yes No
30. The campus has staff members designated to administer epinephrine in the school setting during the course of the school day.	Yes No
31. The campus requires epinephrine administration to students to have parent and physician authorization annually.	Yes No
32. The campus has one employee, such as the nurse, that supervises the storage and administration of epinephrine and maintenance records of the administration of epinephrine.	Yes No
Total:	___ (Max Score 6)

Mental Health & Trauma Informed Care

33. The campus utilizes District resources to provide mental health awareness, suicide prevention, and intervention and dating violence strategies to students, staff, and parents based on the unique needs of their campus.	Yes No
34. The campus has a Mental Health Counselor with private and confidential office space to provide counseling services.	Yes No
35. A campus counselor is identified to be the Campus Mental Health Liaison (CMHL).	Yes No
36. The campus collaborates with CMHL and the school counseling team to develop a streamlined referral protocol.	Yes No
37. Student Support Team Meetings (SSTs) are conducted prior to Mental Health referrals to determine and identify the appropriate tier of intervention.	Yes No

38. The CMHL has monthly check-ins with the MH partner to discuss referrals and case updates.	Yes No
39. Regular check-ins with the CMHL and Principal/Administrator are conducted.	Yes No
40. A robust campus mental health program promotion exists, via newsletters, website, parent events, parent conferences etc.	Yes No
Total:	___ (Max Score 8)

Other Site-Based Activities

41. The campus promotes and encourages staff to engage in the wellness offerings provided by the District.	Yes No
42. The campus provides multiple opportunities throughout the school year where students and families can receive health and wellness information (health fairs, wellness nights).	Yes No
43. The campus promotes students, staff, parents, and community wellness events.	Yes No
44. The campus will encourage healthy lifestyle habits through a variety of media.	Yes No
Total:	___ (Max Score 4)

Campus Improvement Plan

45. Campus Improvement Plan (CIP) includes strategies, metrics, and milestones related to coordinated school health implementation to support the implementation of the wellness policy annually.	Yes No
Total:	___ (Max Score 1)

Campus Wellness Assessment Total

Campus Wellness Committee	___ (Max Score 2)
Health & Nutrition Education	___ (Max Score 2)
Nutrition Education & Promotion	___ (Max Score 8)
Breakfast and Lunch	___ (Max Score 4)
Physical Activity/Physical Education	___ (Max Score 10)
Health Services	___ (Max Score 6)
Mental Health & Trauma Informed Care	___ (Max Score 1)

Other Site-Based Activities	____ (Max Score 4)
Campus Improvement Plan	____ (Max Score 1)
Total:	____ (Max Score 45)

FBISD Wellness Award

Gold (Empowered)	Silver (Developing)	Bronze (Launching)
45-38	37-31	30-22

EXHIBIT E-WellSAT: 3.0 District Comparison

The WellSAT 3.0 is a tool used to evaluate school wellness policies based on the degree to which they address 67 policy items categorized into six sections, including Nutrition Education, Standards for USDA Child Nutrition Programs, Competitive Foods and Beverages, Physical Education, Physical Activity, and Wellness Promotion.

It provides two scores: a comprehensiveness score, which reflects the extent to which recommended content areas are covered in the policy, and a strength score, which describes how strongly the content is stated. Both scores range from 0-100, with lower scores indicating less content and weaker language, and higher scores indicating more content and use of specific and directive language. The tool is

Details of WellSAT: 3.0 Score Comparisons Between Districts

District	Section 1 - Nutrition: Education Score		Section 2 – Nutrition: USDA Meals Program Score		Section 3 – Nutrition: Competitive & Other Foods & Beverages		Section 4 – Physical Activity & Physical Education		Section 5 – Wellness Promotion & Marketing		Section 6 – Implementation, Evaluation, and Communication		Overall District Policy Score	
	Comp	SS	Comp	SS	Comp	SS	Comp	SS	Comp	SS	Comp	SS	Comp	SS
Fort Bend ISD	87.5	75	40	30	69.23	69.23	62.5	56.25	75	66.6	100	87.5	72.3	64.04
Katy ISD	50	0	0	0	0	0	0	25	0	0	25	12.5	16.67	4.16
Austin ISD	100	37.5	20	0	76.9	30.7	18.75	12.5	33.33	16.66	62.5	37.5	52	22.83
El Paso ISD	100	37.5	30	20	38.46	7.69	18.75	12.5	16.67	16.67	62.5	25	44.67	20.66
Lamar ISD	37.5	25	50	30	46.15	15.38	50	12.5	25	8.3	62.5	37.5	45.33	21.5
Dallas ISD	0	0	0	0	10	0	10	0	0	0	10	0	3.33	0

Scoring:

Comprehensive Score (Comp): Count the number of items rated as “1” or “2”. Divide this number by the total number of items, excluding those that are applicable (N/A). Multiply by 100.

Strength Score (SS): Count the number of items rated as “2”. Divide this number by the total number of items, excluding those that are applicable (N/A). Multiply by 100.