



Brownsville Independent School District

Wellness Policy Reference Manual



Introduction

Childhood obesity has more than tripled in the past 30 years. The prevalence of obesity among children aged 6 to 11 years increased from 6.5% in 1980 to 19.6% in 2008. The prevalence of obesity among adolescents aged 12 to 19 years increased from 5.0% to 18.1%.^{1,2}

Obesity is the result of caloric imbalance (too few calories expended for the amount of calories consumed) and is mediated by genetic, behavioral, and environmental factors.^{3,4} Childhood obesity has both immediate and long-term health impacts:

- Obese youth are more likely to have risk factors for cardiovascular disease, such as high cholesterol or high blood pressure. In a population-based sample of 5- to 17-year-olds, 70% of obese youth had at least one risk factor for cardiovascular disease.⁵
- Children and adolescents who are obese are at greater risk for bone and joint problems, sleep apnea, and social and psychological problems such as stigmatization and poor self-esteem.^{3,6}
- Obese youth are more likely than youth of normal weight to become overweight or obese adults, and therefore more at risk for associated adult health problems, including heart disease, type 2 diabetes, stroke, several types of cancer, and osteoarthritis.⁶

Healthy lifestyle habits, including healthy eating and physical activity, can lower the risk of becoming obese and developing related diseases.³

(Information taken from the CDC website 2010, <http://www.cdc.gov/HealthyYouth/obesity/>)

The statistics listed above provide an alarming glimpse of the dangerous obesity trend affecting this country. Brownsville is not immune to this terrible epidemic as many of the district's students of all age groups fight obesity and obesity-related issues such as type 2 diabetes. A child's ability to learn is influenced by his or her health status; a child who is not healthy is unlikely to be alert, attentive and ready to learn. Recognizing this, the Brownsville Independent School District has developed a district wellness policy in accordance with Federal Public Law (PL 108.265 Section 204).

The Brownsville Independent School District is committed to providing a school environment that enhances learning and encourages lifelong wellness practices by establishing healthy school nutrition environments, reducing childhood obesity and preventing diet-related chronic diseases. Therefore, the school district will engage students, parents, teachers, Food & Nutrition Service professionals, health professionals and other interested community members in developing, implementing, monitoring and reviewing the district-wide wellness policy.

Policy Terms and Definitions

Body Mass Index-(BMI) Body Mass Index is a measure of relative heaviness/obesity. It is your weight in kg divided by your height in meters squared. A BMI under 20 is considered too thin; a BMI from about 21-25 is considered normal. A BMI between 25-29 is considered overweight, and a BMI over 30 is considered obese. Because it considers both weight and height, it is usually the measure most often used in research for referring to relative sizes. www.plus-size-pregnancy.org/gd/gdglossary.htm

Cardiovascular Disease- (CVD) Any abnormal condition characterized by dysfunction of the heart and blood vessels. CVD includes atherosclerosis (especially coronary heart disease which can lead to heart attacks), cerebrovascular disease (eg, stroke), and hypertension (high blood pressure). www.surgassoc.com/bariatric_glossary.html

CATCH Program – Implementation of the Coordinated Approach To Child Health (CATCH) and its eight integrated components of child nutrition services, physical education activities, classroom health education, health services, counseling services, safety, wellness and parental involvement assist our district in fulfilling the requirements of the new federal law in establishing a local coordinated school health program. The wellness policy outlines how the CATCH program and resources meet the goals as stated in the federal law.

Center For Disease Control And Prevention – (CDC) is recognized as the lead federal agency for protecting the health and safety of people – at home and abroad, providing credible information to enhance health decisions, and promoting health through strong partnerships.

Diabetes-A disease in which the body cannot convert food into energy because of a lack of insulin (a hormone produced by pancreas), or because of an inability to use insulin. Diabetes is a serious condition that can cause complications ranging from numbness to loss of vision to coma. It also significantly raise the risk for other problems, such as stroke and heart disease. About 17 million Americans have diabetes. www.crestor.com/c/glossary/

Dietary Guidelines for Americans - dietary recommendations for healthy Americans age 2 years and over about food choices that promote health specifically with respect to prevention or delay of chronic diseases.

Eating Disorders - A group of disorders in which there are significant disturbances in eating. Two common examples are Anorexia Nervosa, a refusal to maintain an acceptable body weight for one's age and height; and Bulimia Nervosa, uncontrollable binge eating which may be followed by purging the food through self-induced vomiting, laxatives or diuretics. www.mhacv.org/glossary/mentalhealthglossary.htm

Policy Terms and Definitions (cont'd)

F.A.C.T.S. – Facts & Activities About Chewing Tobacco & Smoking – This curriculum is a four session classroom curriculum developed for fifth grade students and is implemented by the counselor. This curriculum emphasizes the dangerous, costly, and aversive aspects of both smoking and chewing tobacco; the benefits of not using tobacco; and the fact that to be tobacco-free is now the acceptable way of life.

Foods of Minimal Nutritional Value-FMNV: Foods of Minimal Nutritional Value . Refers to the four categories of foods and beverages (soda water, water ices, chewing gum, and certain candies) that are restricted by the U. S. Department of Agriculture under the child nutrition programs. (See Section VI) *Texas Public School Nutrition Policy*
Policy Terms and Definitions (cont'd)

Hazard Analysis & Critical Control Points- (HACCP) involves seven principles in order to identify, analyze, prevent and or control any biological, chemical, or physical hazard. HCCAP was developed and is maintained as part of the Food and Drug Administration (FDA).

Heads Up-Middle school CATCH curriculum that is designed to improve the health of students by focusing on nutrition and physical activity. The objectives for the curricula are as follows: to increase students' physical activity levels; to improve students' dietary choices; and to prevent the onset of tobacco use.

Moderate to Vigorous Physical Activity- (MVPA) The primary focus of CATCH PE is for schools to provide quality physical education in which students engage in maximum amounts of enjoyable MVPA during class time. CATCH activities provide appropriate and effective class management and instruction methods.

National School Lunch Program- (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential childcare institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946.

Normal School Day- Time period spanning from the first bell of the day that begins the first class period to the last bell of the day ending the final class period. For schools who have multiple schedules in place, the school day for each schedule ends 7 hours after the first bell indicating the start of the initial class of the first session.

Obesity – The CDC uses growth charts Body Mass Index (BMI)-for-age to assess overweight in children (2-20 years old). 85 percentile to <95 percentile is considered at risk for overweight and a BMI of 95 percentile or greater is considered overweight.

Overweight – a state in which weight exceeds a standard based on height; having a body mass index of 25-29.9 or greater.

Policy Terms and Definitions (cont'd)

P.A.S.T. – Putting A Stop To Diabetes Curriculum. This four session classroom curriculum was developed for fourth grade students and is implemented by the nurse. It was designed to provide introductory information about diabetes with an emphasis on Type 2 diabetes. It also includes information about the risk factor associated with Type 2 diabetes and ways to treat or prevent the disease.

Physical Activity – CDC defines physical activity as any bodily movement produced by skeletal muscles that result in an expenditure of energy.

SHAC – School Health Advisory Council – Mandated by Senate Bill 283 this committee meets a minimum of 4 times per year to recommend indicators for evaluating effectiveness of coordinated school health programs. The SHAC reports recommendations and activities to the School Board once annually.

School Health Index –The SHI is a self-assessment and planning tool to measure the effectiveness of school health and safety policies and programs. Its' results serve to improve their overall progress and assist in the planning of overall activities.

United States Department of Agriculture – (USDA) The U.S. Department of Agriculture, also called the Agriculture Department, or USDA, is a Cabinet department of the United States Federal Government. Its purpose is to develop and execute policy on farming, agriculture, and food. It aims to meet the needs of farmers and ranchers, promote agricultural trade and production, work to assure food safety, protect natural resources, foster rural communities, also to meet the needs of the American people, and end hunger, in American and abroad. www.en.wikipedia.org/wiki/usda

Texas Assessment of Knowledge and Skills – The Texas Assessment of Knowledge and Skills (TAKS) is a primary education standardized test used in Texas to assess student attainment of math, English, Science, Reading, and Social Science skills required under Texas Education Standards. It is developed and graded by a test-making company named Pearson. Though created before the No Child Left Behind Act was passed, it complies with the law. It replaced the previous test called the TAAS in 1999. www.en.wikipedia.org/wiki/TAKS

Wellness Mission

- 1 The District is committed to providing a school environment that enhances learning and encourages lifelong wellness practices by establishing healthy school nutrition environments, reducing childhood obesity and preventing diet-related chronic diseases. The District shall promote the general wellness of all students through nutrition education, physical activity and other school-based activities.

Development of Guidelines and Goals

- 2 The District shall develop nutritional guidelines and wellness goals in consultation with the local school health advisory council and with involvement from representatives of the student body, school food service, school administration, the board, parents, and the public.

I. Wellness Goals : Nutrition Education

- 3 Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught at every grade level, PK-12. The nutrition education program shall focus on students' health behaviors based on social learning theories and methods proven effective, and be consistent with the state's/district's health education standards/guidelines/framework and CATCH curriculum.
- 4 All students from grades PK-12 will receive interactive and engaging nutrition education that will provide them with the skills needed in forming healthy eating habits.
 - a. Nutritional knowledge, including but not limited to the benefits of healthy eating patterns, essential nutrients, the need for variety in dietary supplements and safe food preparations, handling and storage;
 - b. Nutrition-related skills, including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information, misinformation, and commercial food advertising.
 - c. How to assess one's personal eating habits by using the food guide pyramid, setting goals for making healthier choices, and learning problem solving around barriers to achieve healthy eating and physical activity.
- 5 Nutrition Education will be a district-wide priority and will be integrated into other areas of the curriculum, as appropriate.
 - a. The CATCH program provides grade level, age appropriate curriculum materials so that all areas of the school setting are integrating the nutrition education/physical fitness knowledge.
 - b. Food & Nutrition Services will implement a district-wide Nutrition Education Plan.
 - c. After school nutrition education activities are provided through the 21st

- Century program.
- d. School nurses will implement the “Putting A Stop To” diabetes (P.A.S.T.) curriculum in an effort to prevent diabetes.
- 6 Staff that is responsible for nutrition education shall be adequately prepared and regularly participate in professional development activities to effectively deliver the nutrition education program as planned.
- a. Preparation and professional development activities shall provide basic knowledge of nutrition combined with skill practice in the CATCH program activities. It will also provide instructional techniques as well as strategies designed to promote healthy eating habits.
 - b. Curriculum materials will be provided as well as a TAKS (Texas Assessment of Knowledge and Skills) alignment resource guide.
- 7 The food service staff, teachers, and other school personnel will coordinate the promotion of nutrition messages in the cafeteria, the classroom, and other appropriate settings.
- a. School staff is encouraged to model healthy eating behaviors.
 - b. Nutrition education is offered throughout the school, from the dining room to the classroom, coordination between the food service staff and teachers should be visible.
 - c. Cafeteria tours/food tasting events will be made available as part of the educational plan.
 - d. Schools will adhere to the Texas Public School Nutrition Policy, which can be found at: <http://www.squaremeals.org>
 - e. School staff is encouraged to contact community agencies and organizations to provide educational healthy messages to everyone.
 - f. School counselors and school health services staff shall consistently promote healthy eating to students and staff.
- 8 Educational nutrition information will be shared with families and the general public to positively influence the health of students and community members.
- a. KBSD (BISD instructional television) will be utilized to offer important information regarding nutrition education as well as health related information.
 - b. School menus will be analyzed and the information will be available to educate students, parents and staff.
 - c. Schools will offer activities and programs to educate parents on the importance of physical fitness and health.
 - d. Parental Involvement will implement the “Families In Training” (FIT) program by conducting nutrition education and exercise sessions periodically.
 - e. A health education symposium will be held to educate families and community at least once per year.

- 9 Students receive consistent nutrition messages throughout schools, classrooms cafeterias, homes, community and media.
 - a. Schools link nutrition education activities with the Coordinated Approach to Child Health (CATCH).
 - b. All staff that provides nutrition education should have appropriate training in CATCH or other wellness curricula.

II. Wellness Goals: Physical Education

- 10 The District shall implement, in accordance with the law, a coordinated health program with physical education and physical activity components and shall offer at least the required amount of physical activity for all grades (PreK-12).

In addition, the District shall establish the following goals for physical activity:

- 11 The District will provide an environment that fosters safe and enjoyable fitness activities for all students, including those who are not participating in competitive sports.
- 12 Physical education classes will emphasize moderate to vigorous physical activity (MVPA).
- 13 The District will encourage teachers to integrate physical activity into the academic curriculum where appropriate.
- 14 Before-school and after-school physical activity programs will be offered and students will be encouraged to participate.
- 15 Teachers and other school staff will receive training to promote enjoyable, life-long physical activity for themselves and students.
- 16 The District will encourage parents of BISD students to support their children's participation, to be active role models, and to include physical activity in family events.
- 17 The District will encourage students, parents, and staff of BISD to use the District's Wellness Center and several mini gyms that are available.
- 18 Schools will provide materials as well as opportunities for students to learn about skills for specific physical activities, to maintain physical fitness and to regularly participate in physical activity.
- 19 **CATCH PE- Goals for Physical Activity**
The primary focus of CATCH PE is for schools to provide quality physical education in which students engage in maximum amounts of enjoyable MVPA (moderate to vigorous physical activity) during class time. CATCH activities

provide appropriate and effective class management and instruction methods. Implementation of CATCH PE helps accomplish the following objectives:

- a. Have students involved in MVPA for 50% of class time
- b. Provide many opportunities for children to participate and practice skills.
- c. Provide activities that are fun and enjoyable.
- d. Encourage students to become more physically active outside of school.

20 Elementary Physical Education (30 minutes daily/135 minutes weekly) will provide opportunities for students to:

- a. Participate in simple games, sports, tumbling, rhythms/dance
- b. Learn locomotor and non-locomotor movement skills
- c. Apply safety practices
- d. Learn fundamental movement skills
- e. Learn manipulative skills
- f. Learn etiquette rules of participation
- g. Identify components of health related fitness
- h. Identify components of skill related fitness
- i. Learn game strategies
- j. Develop basic body control
- k. Learn basic movement patterns such as throwing and catching
- l. Learn rules and procedures for simple games
- m. Learn basic elements of socially responsible conflict resolution
- n. Understand how the muscles, bones, heart and lungs function in relation to physical activity
- o. Participate in innovative games and activities
- p. Identify personal fitness goals
- q. Acquire good sportsmanship skills
- r. Participate in an adequate amount of time for physical education classes (at least 135 minutes per week)
- s. Participate in a physical education class that has a teacher/student ratio comparable with those of other classes.
- t. Students in grades 3-5 are assessed annually on 6 fitness levels. The data is entered into fitness gram database for evaluation and recommendations as per Senate Bill 530. Fitness Gram reports must be provided to parents and students in accordance with Senate Bill 530.

21 Middle School Physical Education (four semesters/225 minutes weekly) will provide opportunities for students to:

- a. Learn skills in sports (i.e. football, basketball, soccer, softball, and track and field, volleyball, etc).
- b. Implement a rhythm/dance unit
- c. Implement a tumbling unit
- d. Provide an opportunity for the students to learn innovative games and

activities

- e. Learn rules and procedures for games
- f. Identify personal fitness goals
- g. Apply safety practices
- h. Learn etiquette rules of participation
- i. Identify components of health related fitness
- j. Identify components of skill related fitness
- k. Learn good sportsmanship
- l. Learn basic movement patterns
- m. Learn basic elements of socially responsible conflict
- n. Students in grades 6-8 are assessed annually on 6 fitness levels. The data is entered into fitness gram database for evaluation and recommendations as per Senate Bill 530. Fitness Gram reports must be provided to parents and students in accordance with Senate Bill 530.

22 High School Physical Education (one credit/2 semesters) will:

- a. Acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity.
- b. Understands the relationship between physical activity and health throughout the lifespan.
- c. Foundations for Personal Fitness
 - o To motivate students to strive for lifetime personal fitness with an emphasis on the health-related components for physical fitness.
 - o Student materials will be made available to allow students to enhance knowledge of personal fitness.
- d. Adventure Outdoor Education
 - o Students are expected to develop competency in outdoor education activities that provide opportunities for enjoyment and challenge
- e. Aerobic Activities
 - o Design a personal fitness program that uses aerobic activities as a foundation
- f. Individual Sports
 - o To participate in a wide range of individual sports that can be pursued for a lifetime
- g. Team Sports
 - o To develop health-related fitness and an appreciation for teamwork
- h. Students in grades 9-12 are assessed annually on 6 fitness levels. The data is entered into fitness gram database for evaluation and recommendations as per Senate Bill 530. Fitness Gram reports must be provided to parents and students in accordance with Senate Bill 530.

III. Wellness Goals: Nutrition Guidelines

Guidelines for School Meals

- 23 The District shall comply with the Texas Public School Nutrition Policy [(See TPSNP at: <http://www.squaremeals.org>)] as well as adhere to the following guidelines and restrictions:

Breakfast

- 24 The School Breakfast Program requires that participating schools serve Breakfasts that meet federal nutrition standards, ¼ of the Recommended Dietary Guidelines (RDA) for Fat, Saturated Fat, Calcium, Iron, Vitamin A, Vitamin C, and Calories.

Lunch

- 25 The School Lunch Program requires that participating schools serve Lunches that meet federal nutrition standards: 1/3 of the Recommended Dietary Guidelines (RDA) for Fat, Saturated Fat, Calcium, Iron, Vitamin A, Vitamin C, and Calories.

Free and Reduced Priced Meal Times and Scheduling

- 26 Under USDA's Provision 2 program, every student is allowed a free breakfast and lunch during the school day.
- 27 Breakfast and Lunch meal service times are set by the local school administrator and may vary from school to school.
- 28 Adherence to the National School Lunch meal service time policy, which states that lunch times must fall between 10 am and 2 pm and breakfast must be served before 10 am, is mandatory.

Food Safety

The District shall:

- 29 Encourage classes to order foods for classroom parties from the school's food service program or sources providing food to ensure compliance with food safety and sanitation regulations.
- 30 Meet applicable local and state standards concerning health; safe food preparation; handling, and storage; drinking water; sanitation; and workplace safety.
- 31 Have adequate pre-service training and must hold a state issued or equivalent training certificate.
- 32 Sell or provide snacks to students and adults at district-sponsored activities must follow the Texas Food Establishment Regulations (TFER) and local health department guidelines.

IV. Wellness Goals: School Based Activities

- 33 The District establishes the following goals to create an environment conducive to healthful eating and physical activity and to express a consistent wellness message through other school-based activities:
- 34 Sufficient time will be allowed for students to eat meals in lunchroom facilities that are clean, safe, and comfortable.
- 35 Wellness for students and their families will be promoted at suitable school activities through health fairs, competitive leagues, family fun activities, walking/jogging clubs, zumba, yoga, aerobics, swimming etc.
- 36 Employee wellness education and involvement will be promoted at suitable school activities and the District's Wellness Center as well as mini gyms in several of our schools where participation is encouraged.

V. Compliance:

- 37 The compliance of this policy is divided into three components. These components are:
- 1) Coordinated School Health Program (CATCH) Policy Compliance as stated in Senate Bill 19, 530 & 892.
 - 2) Physical Education Program Policy Compliance as stated in Senate Bill 530, and House Bill 3.
 - 3) Food and Nutrition Policy Compliance as stated in Senate Bill 19
- 38 The Coordinated School Health Program compliance will be monitored by the Facilitator or Dean of Instruction in collaboration with the Health Education Lead Teacher.
- 39 The Physical Education Program compliance will be monitored by the Facilitator and Dean of Instruction in collaboration with the Physical Education Specialist.
- 40 The Food & Nutrition Policy compliance will be monitored by the campus Food and Nutrition Service area supervisor in collaboration with FNS manager at each campus.
- 41 Any violations of the wellness policy will be submitted for review to the Area Assistant Superintendent of that campus.