

WELLNESS PLAN	This document, referred to as the “wellness plan” (the plan), is intended to implement policy FFA(LOCAL), which has been adopted by the Board to comply with the requirements for a school wellness policy. [Section 9A(a) of the National School Lunch Act (NSLA), 42 U.S.C. 1758b; 7 C.F.R. Part 210]
STRATEGIES TO SOLICIT INVOLVEMENT	Federal law requires that certain stakeholders be involved in the development, implementation, and periodic review and update of the wellness policy. The District has chosen to use the local school health advisory council (SHAC) to work on behalf of the District to review and consider evidence-based strategies and techniques in order to develop and implement nutrition guidelines and wellness goals as required by federal law. The SHAC will permit the following persons to work with the SHAC on the District’s wellness policy and plan: parents, students, the District’s food service provider, physical education teachers, school health professionals, Board members, administrators, and members of the public. The SHAC will solicit involvement and input of these other interested persons by: <ol style="list-style-type: none"><li data-bbox="609 945 1438 1039">1. Posting on the District’s website the dates and times of SHAC meetings at which the wellness policy and plan are scheduled to be discussed.</li><li data-bbox="609 1050 1438 1249">2. Listing in the student handbook the name and position of the person responsible for oversight of the District’s wellness policy and plan along with an invitation to contact that person if the reader is interested in participating in the development, implementation, and evaluation of the wellness policy and plan.</li></ol>
IMPLEMENTATION	Each campus principal is responsible for the implementation of FFA(LOCAL) and this wellness plan at his or her campus, including the submission of necessary information to the SHAC for evaluation. <p>The Assistant Superintendent is the District official responsible for the overall implementation of FFA(LOCAL), including the development of this wellness plan and any other appropriate administrative procedures, and ensuring that each campus complies with the policy and plan.</p>
EVALUATION	At least every three years, as required by law, the District will measure and make available to the public the results of an assessment of the implementation of the District’s wellness policy, the extent to which each campus is compliant with the wellness policy, a description of the progress made in attaining the goals of the wellness policy, and the extent to which the wellness policy

compares with any state- or federally designated model wellness policies. This will be referred to as the “triennial assessment.”

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

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

- Smarter Lunchrooms’ website (<https://healthymeals.nal.usda.gov/healthierus-school-challenge-resources/smarter-lunchrooms>)
- Relevant portions of the WellSAT 2.0 ([www.wellsat.org](http://www.wellsat.org))
- Relevant portions of the Center for Disease Control’s School Health Index (<http://www.cdc.gov/healthyschools/shi/index.htm>)
- A District-developed self-assessment

PUBLIC  
NOTIFICATION

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

1. A copy of the wellness policy [see FFA(LOCAL)];
2. A copy of this wellness plan, with dated revisions;
3. Notice of any Board revisions to policy FFA(LOCAL);
4. The name, position, and contact information of the District official responsible for the oversight of the wellness policy and implementation of this plan;
5. Notice of any SHAC meeting at which the wellness policy or corresponding documents are scheduled to be discussed;
6. The SHAC’s triennial assessment; and
7. Any other relevant information.

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

RECORDS  
RETENTION

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

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GUIDELINES AND  
GOALS

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

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NUTRITION  
GUIDELINES

All District campuses participate in the U.S. Department of Agriculture's (USDA's) child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). Federal law requires that the District establish nutrition guidelines for foods and beverages sold to students during the school day on each campus that promote student health and reduce childhood obesity.

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

FOODS AND  
BEVERAGES SOLD

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

- <http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>
- <http://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks>
- <http://www.squaremeals.org/Publications/Handbooks.aspx>  
(see the Complete *Administrator Reference Manual* [ARM], Section 20, Competitive Foods)

EXCEPTION—  
FUNDRAISERS

State rules adopted by the Texas Department of Agriculture (TDA) allow an exemption to the Smart Snacks requirements for up to six days per year per campus when a food or beverage is sold as part of a District fundraiser. [See CO(LEGAL)]

***[Determine whether exemptions will be allowed for fundraisers involving food that is not Smart Snacks compliant.]***

The District will allow the following exempted fundraisers for the 2017–18 school year:

<b>Campus or Organization</b>	<b>Food / Beverage</b>	<b>Number of Days</b>
McDowell Middle School	Bake Sale, Fall Festival	2
Hondo High School	Concession Stand	4

**FOODS AND  
BEVERAGES  
PROVIDED**

There are no federal or state restrictions for foods or beverages provided, but not sold, to students during the school day. However, each school district must set its own standards. The District will comply with state law, which allows a parent or grandparent to provide a food product of his or her choice to classmates of the person’s child or grandchild on the occasion of the student’s birthday or to children at a school-designated function. [See CO(LEGAL)]

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

Any foods and beverages given away or otherwise made available to students must meet the Smart Snacks standards, with the exception of celebrations that may occur on campuses up to two days each school year. These celebrations must occur after lunch and must be approved by the campus principal.

**MEASURING  
COMPLIANCE**

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

**NUTRITION  
PROMOTION**

Federal law requires that the District establish goals for nutrition promotion in its wellness policy. The District’s nutrition promotion activities will encourage participation in the National School Lunch

Program, the School Breakfast Program, and any supplemental food and nutrition programs offered by the District.

<b>GOAL:</b> The District's food service staff, teachers, and other District personnel shall consistently promote healthy nutrition messages in cafeterias, classrooms, and other appropriate settings.	
<b>Objective 1: The District will increase participation in federal child nutrition by two percent by the end of each school year.</b>	
Action Steps	Methods for Measuring Implementation
Disseminate information regarding the school food programs within first two weeks of the school year (i.e. forms night)	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>Participation rates in federal child nutrition programs at beginning, middle, and end of school year</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Participation of personnel in beginning of year campus activities</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>Parents choosing not to disclose information related to income of family information to determine eligibility for free or reduced-priced meals</li> </ul>

<b>GOAL:</b> The District shall share educational nutrition information with families and the general public to promote healthy nutrition choices and positively influence the health of students.	
<b>Objective 1: The District will research opportunities to offer supplemental food and nutrition programs and will regularly inform families and the community regarding any programs offered by the District.</b>	
Action Steps	Methods for Measuring Implementation
Research food access programs available in the community with which the District could partner (i.e. Blessings in a Backpack, Summer Meal Program, etc.)	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>Number of supplemental programs the District currently offers or promotes</li> <li>The types of food access programs identified and ways the information was communicated to families and the community</li> </ul> <p>Resources needed:</p>

	<ul style="list-style-type: none"> <li>Partnerships with community organizations</li> <li>Literature to send to families/community</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>Limited resources/organizations</li> </ul>
<p><b>Objective 2: Consistently post in an easily accessible location on the District's or each campus' website the monthly school breakfast and lunch menus, along with nutritional information.</b></p>	
<b>Action Steps</b>	<b>Methods for Measuring Implementation</b>
<p>Work with the district and campus child nutrition directors to develop menus that in compliance and are available at least one month in advance</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>The manner in which the menus and nutrition information are communicated to parents currently</li> <li>The number of times the menus were viewed during the school year</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Website location along with metrics to tabulated number of views</li> <li>Staff to create and distribute the menus for posting to the website</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>All nutritional information may not be readily available</li> <li>Not all families have Internet access</li> </ul>

**GOAL:** The District shall ensure that food and beverage advertisements accessible to students outside of school hours on District property contain only products that meet the federal guidelines for competitive foods.

**Objective 1: One hundred percent of the exterior displays on vending machines available for student use during the school day will be Smart Snacks compliant.**

<b>Action Steps</b>	<b>Methods for Measuring Implementation</b>
<p>Identify vending machines that require adjustments to exterior displays. Document whether the 100 percent objective was met.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>As reported by campus administrators, the percent of vending machines with exterior advertisements that are not</li> </ul>

	<p>Smart Snacks compliant at the beginning and end of the school year</p> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Alternative exterior displays</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Identifying vending machines that are only used outside of the school day and whether any advertisements are accessible to students during the day</li> </ul>
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NUTRITION  
EDUCATION

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

The district uses the Coordinated Approach to Child Health program in physical education classes. In addition to classroom instruction, campus-wide activities provide a platform to bring greater awareness to life-saving health and wellness topics.

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

<b>GOAL:</b> The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors.	
<b>Objective 1: At least 70 percent of high school students in each four-year cohort will complete one-half credit of health education as an elective.</b>	
Action Steps	Methods for Measuring Implementation
<p>Inform high school counselors that health education should be considered a default elective in the development of four-year graduation plans for most students.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• Percentage of each four-year cohort who successfully complete health as an elective</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Four-year plans to accommodate health as an elective</li> <li>• Certified staff to teach the course</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Students may not have room in their schedules for health as an elective</li> </ul>

<b>Objective 2: At least 90 percent of students enrolled in physical education courses throughout the District will achieve at least a semester grade average of 80 on a scale of 100.</b>	
<b>Action Steps</b>	<b>Methods for Measuring Implementation</b>
Create an action plan to obtain the semester grade averages of students enrolled in physical education.	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>Average semester grades at the end of the first and second semesters for all District students enrolled in physical education</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Support to obtain grade averages</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>Nutrition education is only a part of the essential knowledge and skills for physical education courses</li> </ul>

<b>GOAL: The District shall make nutrition education a District-wide priority and shall integrate nutrition education into other areas of the curriculum, as appropriate.</b>	
<b>Objective 1: District staff will promote and integrate nutrition education facts during at least one District-sponsored event in a school year.</b>	
<b>Action Steps</b>	<b>Methods for Measuring Implementation</b>
Identify appropriate events at which nutrition education could be promoted.	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>The number of events during the school year at which nutrition education was either communicated or distributed</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>A flier to distribute to event attendees</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>The SHAC may not be aware of all events</li> </ul>



<b>GOAL:</b> The District shall provide professional development so that teachers and other staff responsible for the nutrition education program are adequately prepared to effectively deliver the program.	
<b>Objective 1: SHAC campus representatives will determine appropriate annual professional development for staff responsible for nutrition education.</b>	
<b>Action Steps</b>	<b>Methods for Measuring Implementation</b>
At the first SHAC meeting of the school year, campus representatives will identify the staff involved in the nutrition education program and the appropriate professional development opportunities for those staff	Baseline or benchmark data points: <ul style="list-style-type: none"> <li>Minutes of SHAC meeting to determine compliance with the objective</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>Resources for professional development activities</li> </ul> Obstacles: <ul style="list-style-type: none"> <li>Nutrition education is one piece of a full array of required professional development</li> </ul>
<b>Objective 2: All child nutrition job descriptions will be updated to require at least the minimum qualifications as required by federal law.</b>	
<b>Action Steps</b>	<b>Methods for Measuring Implementation</b>
Request food service director to review and update current job descriptions for child nutrition positions	Baseline or benchmark data points: <ul style="list-style-type: none"> <li>The number of job descriptions that were revised during the school year</li> </ul> Resources needed: <ul style="list-style-type: none"> <li>The current minimum qualifications of child nutrition staff</li> </ul> Obstacles: <ul style="list-style-type: none"> <li>Sharing of job descriptions</li> </ul>

<b>GOAL:</b> The District shall establish and maintain school gardens and farm-to-school programs.	
<b>Objective 1: The district will provide students with real-life application experiences and exposure to fresh produce.</b>	
<b>Action Steps</b>	<b>Methods for Measuring Implementation</b>
McDowell Garden Farm Fresh Fridays	Baseline or benchmark data points: <ul style="list-style-type: none"> <li>Student input</li> </ul>

	<ul style="list-style-type: none"> <li>• Project outcomes</li> <li>• Participation rates</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Materials</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Weather</li> <li>• Available produce</li> </ul>
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PHYSICAL ACTIVITY

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

The following addresses how the District meets the required amount of physical activity:

- Elementary Campus – 30 minutes per day or 135 minutes per week
- Intermediate Campus – students are in a physical education class 5 out of every 8 days for 45 minutes; students also have 15 – 20 minutes of free play recess daily
- Middle School – 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters

Federal law requires that the District establish goals for physical activity in its wellness policy.

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

<b>GOAL:</b> The District shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports.	
<b>Objective 1: Consistently employ crossing guards at 100% of the District-identified areas where students can be encouraged to safely walk or bike to school</b>	
<b>Action Steps</b>	<b>Methods for Measuring Implementation</b>
Identify the number of crossing guards currently employed and the locations at	Baseline or benchmark data points:

<p>which they are stationed. Evaluate where additional crossing guards are needed. Make recommendations as needed.</p>	<ul style="list-style-type: none"> <li>The locations and number of crossing guards employed compared to the previous school year.</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Job descriptions</li> <li>Additional funding, if needed</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>Response rate of job postings</li> </ul>
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<p><b>GOAL:</b> The District shall encourage teachers to integrate physical activity into the academic curriculum where appropriate.</p>	
<p><b>Objective 1: After receiving appropriate staff development, at least 50% of District teacher will report that physical activity breaks were regularly incorporated into their lessons (i.e CATCH days at Middle School)</b></p>	
Action Steps	Methods for Measuring Implementation
<p>Determine appropriate in-service days in which teachers will receive staff development related to the importance of physical activity breaks.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>Percentage of teachers who report integrating physical activity breaks on a regular basis compared to the previous school year</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Teacher survey</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>Validity of self-reports</li> </ul>

<p><b>GOAL:</b> The District shall make appropriate before-school and after-school physical activity programs available and shall encourage students to participate.</p>	
<p><b>Objective 1: At least one district before- or after-school physical activity program will be held each year.</b></p>	
Action Steps	Methods for Measuring Implementation
<p>Identify event (i.e. Give a Hoot About Your Health Fair) and have staff from each campus share information with the community.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>Student participating rates in the program from year to year</li> </ul> <p>Resources needed:</p>

	<ul style="list-style-type: none"> <li>• Support from campus administrators and employees for these programs</li> <li>• Materials promoting the event to students and parents</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Staff support</li> </ul>
<p><b>GOAL:</b> The District shall make appropriate training and other activities available to District employees in order to promote enjoyable, lifelong physical activity for District employees and students.</p>	
<p><b>Objective 1: The District will offer a free or low-cost health assessment to employees at least once per year.</b></p>	
Action Steps	Methods for Measuring Implementation
<p>Seek out providers for this service on behalf of the District. (American Heart Association)</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• The number of employees who participate as compared to the previous school year</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• District publications and correspondence to advertise the service</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Participation rates dependent on type of activity and time required</li> </ul>

<p><b>GOAL:</b> The District shall encourage parents to support their children’s participation, to be active role models, and to include physical activity in family events.</p>	
<p><b>Objective 1: Each campus will offer at least one event annually either during or outside of normal school hours that involves physical activity and includes both parents and students.</b></p>	
Action Steps	Methods for Measuring Implementation
<p>Develop a list of ideas to assist campus administrators meet this objective. (i.e Meyer Fall Carnival, Field Trips, Grade-level Olympics)</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• Self-reports of campus administrators about the events</li> <li>• Participation rates from year to year</li> </ul> <p>Resources needed:</p>

	<ul style="list-style-type: none"> <li>• Dissemination of a list to send campus administrators</li> <li>• Timeline and mechanisms for the self-report about the events</li> <li>• Informational materials about the even to distribute to students and parents</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Staff time</li> <li>• Participation rates may be low</li> </ul>
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**GOAL:** The District shall encourage students, parents, staff, and community members to use the District’s recreational facilities, such as tracks, playgrounds, and the like, that are available outside the school day.

**Objective 1: Inform the community of the facilities that are available for use outside of the school day**

Action Steps	Methods for Measuring Implementation
<p>Create sample wording to be used in a publication or on a website.</p> <p>Create wording or a sign that could be posted at certain facilities.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• Documentation of publications, website postings and/or signs verifying that the information was communicated</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• A list of the types and locations of facilities that are available for use in the District</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Measuring how many people use the facilities</li> </ul>

SCHOOL-BASED  
ACTIVITIES

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

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

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

**[Two studies regarding recommended seat time for children to eat meals are available at**

**<http://docs.schoolnutrition.org/newsroom/jcnm/04fall/bergman/bergman2.asp> and [http://www.andjrnl.org/article/S2212-2672\(15\)01248-4/fulltext.](http://www.andjrnl.org/article/S2212-2672(15)01248-4/fulltext.)]**

**Objective 1: All campuses will build their master schedules to allow for at least 10 minutes to eat breakfast and 20 minutes to eat lunch, from the time a student receives his or her meal and is seated.**

Action Steps	Methods for Measuring Implementation
<p>Evaluate current meal time allowances by campus.</p> <p>Work with campus administrators to adjust master schedules as necessary.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• The number of campuses that currently meet the standard compared to the previous school year</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Average time it takes for students to receive a meal and be seated</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Master schedules take into account several issues, only one of which be meal times</li> </ul>

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

**Objective 1: At each district event sponsored by the District at which food and beverages are sold, each concession vendor will offer at least one food and beverage that meets the Smart Snacks standard.**

Action Steps	Methods for Measuring Implementation
<p>Communicate this objective with appropriate organizations and booster clubs responsible for concession sales in the District.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• Self reports by administration whether this standard was met consistently during the year on the campus</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• A list of Smart Snacks compliant foods and beverages to distribute to organizations and booster clubs that are responsible for concession sales</li> </ul>

	<p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Difficult to actively and accurately measure</li> </ul>
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**GOAL:** The District shall promote employee wellness activities and involvement at suitable District and campus activities.

**Objective 1: The District will utilize its health insurance provider to encourage wellness by communicating the preventive services covered at 100 percent during each open enrollment period.**

Action Steps	Methods for Measuring Implementation
<p>Work with the District's health insurance provider to determine what services are covered at 100 percent.</p> <p>Develop materials and identify methods to share information about services with employees.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• Documentation of when and how information was shared with employees.</li> <li>• General reports from health insurance provider showing use of services</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• A list of preventive services covered at 100 percent</li> </ul> <p>Obstacles:</p> <ul style="list-style-type: none"> <li>• Coverage is subject to change</li> </ul>

**GOAL:** The District shall promote wellness for students by establishing a random drug testing program for students participating in extracurricular activities at the high school level. [See FNF]

**Objective 1: The district will facilitate random drug testing of students at the high school.**

Action Steps	Methods for Measuring Implementation
<p>Contract with an entity to provide the service.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> <li>• General report showing the number of students who were tested compared to previous year</li> </ul> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Creation of form to document data to ensure confidentiality is maintained</li> </ul> <p>Obstacles:</p>

	<ul style="list-style-type: none"><li>• Cost</li></ul>
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