



SHAC – School Health Advisory Committee

Beeville ISD – Annual School Board Report

May 17, 2016

Table of Contents

I. SHAC Meeting Minutes & Summary.....	2
October 8, 2015	
November 5, 2015	
February 4, 2016	
April 7, 2016	
II. SCAN (School Community Actions for Nutrition)	3
Survey Results for:	
HMD - Hampton Moreno Dugat	
FMC - Fadden McKeown Chambliss	
RA HALL	
TJIS - Thomas Jefferson Intermediate School	
Moreno Junior High School	
AC Jones High School	
III. Proposed Policy	6
IV. SHAC Proposed Topics for School Year 2016-17	9
V. SHAC Self Assessment Tool.....	11

Beeville ISD
School Health Advisory Council
Thursday, October 8, 2015

Minutes

The Beeville ISD School Health Advisory Council met on Thursday, October 8th at the Beeville ISD Administration Office. In attendance were Tracy Garcia, Sara Manning, Becky Williams, Corina Garcia, Mishel Alba, Gracy Bryce, Adriana McKinnion and Cindy Clendennen.

Mrs. Clendennen gave an update on the district Wellness Plan and evaluation. Both were presented to the School Board for approval on May 19, 2015. A brochure was created for distribution to the public and school staff outlining the Wellness Plan and evaluation. The brochure revealed goals for the district SHAC and provided an invitation for public participation/attendance.

Mrs. Clendennen explained the packet of information given to each campus administrator for teacher use in the classroom. Information focused on good nutrition, health information, and activities that could be used within the classroom during regular classroom instruction. Numerous websites were given while Mrs. Clendennen accessed websites for SHAC members to view.

A discussion was held on ways to help students develop a love for physical activity. The SHAC discussed sponsoring a "health night" during Public School Week (February 29 – March 4), in particular Tuesday, March 1, 2016. The activity would be at Veteran's Memorial Stadium and an evening event. Campuses would be asked to sponsor an exercise event such as line dancing, Zumba, PE with parents, etc. Gracy Bryce, TJIS PE teacher, volunteered to host an obstacle course for students and their parents to tackle together. Other suggestions included having the BISD Food Services department sponsor a tasting affair, HEB participation, and Christus Spohn participation (healthy demonstrations). All booths will promote health, exercise, diet, and good eating habits. There will be no booths for profit.

Mrs. Clendennen will speak to the Mr. Erasmo, Interim Superintendent to secure school sponsorship.

Future meetings include November 5th, February 4th, and April 7th.

With no further business, the meeting was adjourned at approximately 1:00 p.m.

Submitted by: Cindy Clendennen

Beeville ISD
School Health Advisory Council
Thursday, November 5, 2015

Minutes

The Beeville ISD School Health Advisory Council met on Thursday, November, 5th at the Beeville ISD Administration Office. In attendance were Tracy Garcia, Jeff Atkinson, Becky Williams, Adriana McKinnion, Debra Velasco, Christina Hernandez, and Cindy Clendennen.

Mrs. Clendennen reminded the committee about the discussion held on ways to help students develop a love for physical activity at the last meeting. The SHAC discussed sponsoring a "health night" during Public School Week (February 29 – March 4), in particular Tuesday, March 1, 2016. The activity would be at Veteran's Memorial Stadium and an evening event. Campuses would be asked to sponsor an exercise event such as line dancing, Zumba, PE with parents, etc. Gracy Bryce, TJIS PE teacher, volunteered to host an obstacle course for students and their parents to tackle together. Other suggestions included having the BISD Food Services department sponsor a tasting affair, HEB participation, and Christus Spohn participation.

Follow-up: Mr. Erasmo Rodriguez, Interim Superintendent agreed to support the event. An HEB official agreed to participate in some fashion, and Mr. Atkinson secured participation from food services. A response was not received from Christus Spohn. Other discussion included each campus sponsor their own event during Public School Week at the campus. The physical activity would be tailored to their students' age/grade level along with their parents. The day need not be uniform throughout the district allowing parents to participate at various campuses depending on where their students attend. Other suggestions included student demonstration of healthy foods, healthy snacks made by students served to visitors, cook book created by students providing healthy recipes, and physical activities.

The SHAC agreed to forgo the single event at Veteran's Memorial Stadium and to support individual campus activities during Public School Week.

Jeff Atkinson, Food Services Director, reviewed food service guidelines directed by the USDA and TDA.

Future meetings include February 4th and April 7th.

With no further business, the meeting was adjourned at approximately 1:00 p.m.

Submitted by: Cindy Clendennen

Beeville ISD
School Health Advisory Council
Thursday, February 4, 2016
Minutes

The Beeville ISD School Health Advisory Council met on Thursday, February 4th at the Beeville ISD Administration Office. In attendance were Tracy Garcia, Jeff Atkinson, Becky Williams, Gracy Bryce, Mishel Alba, Magaly Reyna, Cindy Clendennen, and Rosario Zambrano.

Rosario Zambrano, the new BISD Special Education Director / Health Services Coordinator was introduced. She comes from Corpus Christi ISD and has a vast knowledge of public education. She officially started in Beeville on February 1st.

Mrs. Clendennen gave an update on activities for Public School Week to be provided on each campus. Public School Week begins February 29th so campuses are in the planning stage but each will sponsor a "wellness" activity.

Mrs. Clendennen shared with the SHAC that within the next few months, campuses and SHAC members will be involved in the Wellness Plan evaluation. The SCAN survey will be used to compile information from campuses to complete the district evaluation. Survey results will be shared at the April SHAC meeting with final results to be presented to the Board of Trustees and the community in May.

Jeff Atkinson, Food Services Director, informed the SHAC of the BISD Food Service department state audit. The Food Services program received an audit on January 12 and 13. From a 21 page audit checklist, there were 0 findings and the district was presented a certificate of accomplishment. Auditors visited ACJHS and HMD during meal preparation and during breakfast, lunch, and after school snack servings. It is a remarkable feat to receive 0 findings and according to Mr. Atkinson, it was a dedicated group effort. All Food Service staff did a remarkable job in preparation for the audit and should be commended for a job well done.

Mr. Atkinson also gave an update on the Child Nutrition Act which is in the "mark-up" stage. The Healthy Hunger Free Kids Act expired in September so a new bill is in progress. Final regulation should be out within the month and all federally funded food service programs will have to adhere to new guidelines.

Ms. Zambrano shared with the SHAC that USDA has made final regulations for school districts to create/update School Wellness Policies. The SHAC will be very instrumental in writing this policy. Each member was given the TASB worksheet as a guide in creating the BISD School Wellness Policy and once developed, the policy will be Board approved then implemented.

The last SHAC meeting will be held on April 7th.

With no further business, the meeting was adjourned at approximately 12:45 p.m.

Submitted by: Cindy Clendennen

**Beeville ISD
School Health Advisory Council
Thursday, April 7, 2016
Minutes**

The Beeville ISD School Health Advisory Council met on Thursday, April 7th at the Beeville ISD Administration Office. In attendance were Darla Hodgkiss, David Leal, Anita De Luna and Corina Garcia and Rosario Zambrano.

Rosario Zambrano, Special Education Director / Health Services Coordinator was facilitated the meeting. Darla Hodgkiss of the South Texas Children's Home presented to the group the list of services that are provided by her servicing agency. She described the different services that are available to both children and adults including counseling and employability support.

Ms. Zambrano shared with committee that BISD participated in a School Community Actions for Nutrition (SCAN) survey. Ms. Zambrano reviewed the results of the School and Community Survey. The results:

School	Results
HMD	28%
FMC	26%
RA Hall	33%
Thomas Jefferson	25%
Moreno JH	8%
AC Jones HS	18%

Ms. Zambrano introduced Mr. David Leal, from the Texas A & M AgriLife Extension, who will be a new member to the SHAC. BISD campuses are currently involved in the development of a Wellness Plan evaluation.

The purpose of the Texas A & M AgriLife Extension service is to reduce the incidence of preventable diseases such as diabetes, asthma and infectious disease through improved nutrition. Services included both health and education that will lower hospitalizations. The education of youth and school communities will promote general health and well-being throughout the state.

Ms. Zambrano shared with the SHAC the TASB Wellness Policy Worksheet. The SHAC worked collaboratively in completing the TASB Wellness Policy Worksheet. The TASB Wellness Policy Worksheet will serve as the basis for FFA (LOCAL) policy for the BISD School Board of Trustees to review and adopt. The SHAC has been very instrumental in writing this policy.

With no further business, the meeting was adjourned at approximately 12:45 p.m.

Submitted by: Rosario Zambrano

School and Community Actions for Nutrition (SCAN) Survey

The Local School Wellness Policy requirement, mandated by the United States Department of Agriculture through the Child Nutrition and WIC Reauthorization Act of 2004, and further strengthened by the Healthy, Hunger-Free Kids Act of 2010, requires the development and implementation of a school wellness policy to establish a school environment that promotes students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

District Wellness Policy Assessment

In 2007, the UC Davis Center for Nutrition in Schools (CNS) developed a district wellness policy assessment, called the School and Community Actions for Nutrition (SCAN) Survey. This self-assessment tool is designed to provide members of the school community with an easy and effective method for monitoring and evaluating progress in nutrition-related areas of the school district that will positively assist children in improving food behaviors and promote health.

The SCAN Survey addresses the following areas:

- Wellness Policy Implementation
- School Environment
- Student Education Systems
- Professional Development
- Parent Involvement
- Community Partnerships

The SCAN Survey is set up in a rubric format with a scoring system, allowing for a straightforward and comprehensive assessment of the existing district's policies and programs related to nutrition.

School and Community Survey Results

2015-16

School	Results
HMD	28%
FMC	26%
RA Hall	33%
Thomas Jefferson	25%
Moreno JH	8%
AC Jones HS	18%

School and Community Actions for Nutrition (SCAN) Survey

Points		Not in Place	Developing Plan/ Partially in Place	Meets Standard	Exceeds Criteria	Score
0			1	2	3	
I. Wellness Policy						
1. A wellness policy that meets federal requirements in place.	The district does not have a wellness policy.	A district wellness policy is in development.	The district has a wellness policy meeting all federal and state requirements, including a plan for monitoring.	The school site uses innovative strategies and model practices in implementation of the school wellness policy.		
2. A wellness policy coordinator is designated.	No school staff are assigned to coordinate the district wellness policy.	District administrators are developing a plan for coordination of the wellness policy.	A district wellness policy coordinator is designated and is coordinating policy implementation.	The district wellness policy is implemented by a coordinator.		
3. A wellness policy advisory committee is in place.	No wellness policy committee is in place.	Planning for a wellness policy committee is in place.	A district wellness policy committee is in place.	Key school, parent, and community members are represented on a wellness committee that meets at least quarterly.		
4. A process evaluation system for monitoring the implementation of the wellness policy is in place.	No wellness plan monitoring or evaluation process is in place.	Planning is underway for monitoring and/or evaluating the implementation of the wellness policy.	A process evaluation system to track success in the implementation of the wellness policy is in place at the district level.	Process evaluation and/or monitoring occur at the school site to provide feedback on wellness policy implementation procedures.		

Criteria	Points	Not in Place 0	Developing Plan/ Partially in Place 1	Meets Standard 2	Exceeds Criteria 3	Score
5. Priority/target student nutrition-related health needs/issues are identified.		No student nutrition-related health needs/issues are targeted in the wellness policy.	Designated school staff are planning to identify targeted nutrition-related student health needs/issues and outcome measures.	Designated school staff have identified priority student nutrition-related health needs and plan for addressing these needs.	Staff have used appropriate data, such as California Healthy Kids Index, to identify priorities and measure progress in achieving student nutrition-related outcomes.	
II. School Environment						
6. A nutritious school breakfast is available daily.		No breakfast is served at the school site.	Planning is underway to begin/improve the lunch program.	Breakfast is available to students daily and meets menu planning option requirements.	Model breakfast program is evident; e.g. innovative service or high quality, nutritious offerings.	
7. A nutritious lunch is available daily.		No lunch is served at the school site.	Planning underway to begin/ improve the lunch program.	Lunch available to students daily; meets menu planning option requirements.	Model lunch program is evident; e.g. innovative service, selections, direct purchase of foods from local farmers.	
8. A salad bar offering a variety of fruit/vegetable choices is available in the school meal program.		No salad bar is available.	Plans underway to begin salad bar program.	Salad bar in place, offering a variety of fruits and vegetables.	Model salad bar program is evident; e.g. farm to school program; a variety of local, seasonal produce served.	

Criteria	Under Development/ Partially in Place			Exceeds Criteria	Score
	Not in Place 0	1	2		
9. A safe and inviting location for students to consume meals, with sufficient time, is provided.	No dining area is provided	A dining area is provided but students have less than 15 minutes to consume meals after obtaining the meal.	Students are provided a safe and inviting location for dining, with sufficient time to consume meals after obtaining the meal.	Innovative strategies are used to create a dining space that is pleasant and inviting.	3
10. A school garden is available on the school site.	No school garden is available.	Plans are underway or staff/others are developing the use of school gardens.	A school garden is available for garden-enhanced education.	Exemplary school garden programs are evident; e.g. community involvement, integration with food and nutrition education lessons.	
11. If foods are offered outside of the school meal program, foods available model healthy food choices.	Foods available on the school premises do not meet state/federal requirements.	School staff are developing procedures/policies to ensure compliance of state and federal nutrition standards.	All foods meet state and federal laws/regulations; or removed all foods other than meal program offerings.	The school is implementing exemplary meal program practices that model healthy food choices.	
12. All beverages offered on the school premises model nutritious beverage selections.	Highly sweetened beverages are available on the school campus.	A process is in place to monitor beverage selections and increase selection of healthy beverages, including water.	Water is available to students; all beverages available on the school premises meet state and federal requirements.	No highly-sweetened beverages are available on the school premises; milk (at proper temperature) and water are available for students.	

Criteria		Not in Place 0		Developing Plan/ Partially in Place 1		Meets Standard 2		Exceeds Criteria 3		Score
Points										
13. Marketing and media messages on the school premises reinforce food and nutrition education.		Advertisements for commercial food products are allowed on the school premises.		Marketing messages in process of evaluation with goal of reinforcing nutrition education curriculum.		Standards for media and marketing messages for food and beverage products are in place.		Healthy food choices are available on the school premises and are marketed using innovative methods.		
14. A place for students to engage in physical activity is available on the school premises.		No locations are available for students to engage in physical activity.		School staff is planning to improve opportunities for student's physical activity in the school environment.		Locations for students to engage in physical activity are available on the school site.		School environment encourages physical activity; innovative programs available, e.g. training equipment		
School Environment Score										
III. Student Education Programs										
15. Nutrition education included in classroom instruction.		No plan or standard is in place for nutrition-related instruction.		Planning is in place to provide nutrition-related instruction in the classroom at specified grade levels.		Students receive at least 50 hours of nutrition-related instruction at specified grade levels.		Innovative nutrition education programs in place offering more than 50 hours of instruction at specified grade level.		
16. Nutrition education curriculum is used in the classroom.		No planned nutrition education curriculum is available.		Plans are underway to develop/adopt a theory-based nutrition education curriculum.		Theory-based nutrition education curriculum is in use.		School plans theory-based curriculum so that students receive at least 50 hours of sequential instruction.		

Criteria	Points			Developing Plan/ Partially in Place	Meets Standard	Exceeds Criteria	Score
	0	1	2				
17. Nutrition education is based on health education standards and nutrition competencies.	Nutrition education competencies or health education standards are not used to guide student instruction.	Plans are underway to incorporate nutrition education competencies/ health education standards.	Nutrition education is based on nutrition education competencies/ health education standards.	Nutrition education competencies and health education standards are used to plan scope and sequence of nutrition instruction at all grade levels.			
18. Nutrition education is integrated with and reinforced through the foods available on the school premises.	No coordination between teachers and the nutrition program is in place.	Teaching and nutrition staff are working together to plan nutrition education and/or the food service area promotes nutritious food choices.	Nutrition education is integrated with and reinforced through the foods available on the school premises and food service area promotes nutritious food choices.	Innovative strategies are used to reinforce nutrition education curriculum; e. g. school menus integrate with classroom themes; a nutrition education specialist is available for assistance.			
19. Garden-enhanced instruction is included in the curriculum.	No school staff use garden-enhanced education.	Plans are underway or the use of the garden in student instruction is being developed.	School staff are using garden-enhanced education curricula.	Innovative use of garden is evident; e.g. food education is integrated with core subject area content standards.			
20. Students participate in the school breakfast program.	Less than 10 per cent of students participate in the school breakfast program daily.	Less than 20 per cent of students participate in the school breakfast program daily.	A minimum of 30 per cent of students participate in the school breakfast program daily.	More than 30 per cent of students participate in the school breakfast program daily.			

Criteria	Not in Place 0		Developing Plan/ Partially in Place 1		Meets Standard 2		Exceeds Criteria 3		Score
Points									
21. Students participate in the school lunch program.	Less than 30 per cent of students participate in the school lunch program daily.	Less than 40 per cent of students participate in the school lunch program daily.	Physical education programs meet state requirements.	A minimum of 60 per cent of students participate in the school breakfast program daily.	Physical education programs go beyond minimum standards, and use innovative practices, e.g. integrated with nutrition instruction.				
22. Physical education is based on state physical education standards.	No physical education program is in place at the school site.	Physical education programs meet state requirements.	Physical education programs meet state requirements and use the state physical education standards as a guide.	Physical education programs go beyond minimum standards, and use innovative practices, e.g. integrated with nutrition instruction.					
Student Education Programs Score									
IV. Professional Development Programs									
23. Teachers are trained in nutrition science and use of nutrition education curricula.	No nutrition education or training programs are provided for school staff.	School staff participate in independent nutrition-related training opportunities.	Teachers have received at least one hour of nutrition-related training.	School staff participate in more than one hour of a variety of nutrition education and training programs.					
24. Food service staff are trained in federal and state requirements, menu planning options, and nutrition science.	No training has been provided to food service staff.	One hour or less of training has been provided to food service staff; a minimum of 3 hours of training is required for new staff.	A district food service training program is in place; and/or employees are supported in off-site training opportunities.	A comprehensive professional development program is in place; certification in professional organizations is encouraged.					

Criteria	Developing Plan/ Partially in Place			Exceeds Criteria	Score
	Not in Place 0	1	2		
25. The garden coordinator is trained in garden-enhanced nutrition education.	A garden coordinator is not available, or is available but has not been trained in nutrition.	The garden coordinator has received at least one hour of training on garden-enhanced nutrition education.	The garden coordinator has participated in at least two hours of training relating to gardens and nutrition education.	The garden coordinator provides on-site training for other staff as a result of training opportunities; and/or garden/nutrition curriculum is used.	
26. The school site has access to a nutrition education specialist for consultation regarding nutrition-related programs.	A nutrition education specialist is not available.	A nutrition education specialist is used to provide staff and/or student nutrition-related training/education.	A nutrition education specialist is available for consultation regarding nutrition-related programs.	A nutrition education specialist participates in planning and implementing comprehensive staff and/or student nutrition-related training/education programs.	
Professional Development Programs Score					
Parent Involvement					
27. Nutrition education programs provide parent education materials reinforcing student instruction.	No parent take-homes or other materials are used.	Instructional materials for parents are in development.	Nutrition education programs provide parent education materials reinforcing student instruction.	A parent link to nutrition education curriculum is consistently provided; innovative strategies are used to involve parents.	

Criteria Points	Developing Plan/ Partially in Place			Meets Standard		Exceeds Criteria		Score
	Not in Place 0	1	2	3	4	5	6	
28. Parents have opportunities for involvement in nutrition education.	Parents are not involved in food and nutrition programs.	Strategies to involve parents are in development; parent participation is encouraged.	Parents are participating in food and nutrition education programs.	Parents are involved in diverse ways, e.g. gardening activities, cooking demonstrations				
29. Parent nutrition education/training programs are provided.	No parent education/training is available through the school.	A plan to involve parents at the school site is in development.	Parents receive information about school food and nutrition education programs at planned school events, e.g. school open houses.	Parent food and nutrition education training/events are provided by the school.				
Parent Involvement Score								
Community Partnerships								
30. The school site participates in food and health/nutrition-related community programs, e.g. information regarding services is provided.	The school site does not participate in food and health/nutrition-related community programs.	Planning is underway to inventory and select community partners, or to improve participation in community food and nutrition programs.	The school site is using and/or promoting community food and nutrition programs, e.g. cooperative extension nutrition education programs, county health programs, food stamp programs, summer feeding programs.	The school site is using innovative practices in participating or promoting community food and health/nutrition-related services; e.g. a school health clinic provides nutrition counseling for teens.				

Criteria Points	Not in Place 0	Developing Plan/ Partially in Place 1	Meets Standard 2	Exceeds Criteria 3	Score
31. The school site involves local agriculture partners in food and nutrition education programs.	The school has no involvement with the local agricultural community.	Coordination with the local agricultural community is in the planning process.	The school involves the local agricultural community in food and nutrition education programs, e.g. food systems education through farm to school programs.	Innovative strategies are used to involve local agriculture partners in food and nutrition education programs, e.g. farm visits, food and cooking demonstrations, and/or farmers visiting the classroom.	
32. Outside-of-school-hours programs (e.g. after school, summer feeding) reinforce healthy food choices and provide nutrition and health instruction.	Outside-of-school hours programs do not include nutrition/health-related activities or instruction; foods available do not promote healthy food choices.	Planning/seeking funds to provide nutrition/health instruction and/or provide nutritious food/meals in outside-of-school-hours programs.	Outside-of-school-hours programs reinforce healthy food choices and provide nutrition and health instruction.	Innovative, model nutrition and health programs are provided in outside-of-school-hour programs, e.g. a summer school nutrition class coordinated with a summer feeding program offering nutritious, appealing food choices.	
96 Possible Points	Community Partnerships Score				SCORE TOTAL

PROPOSED POLICY: 4-15-2016

The District shall support the general wellness of all students by implementing measureable goals to promote sound nutrition and student health and to reduce childhood obesity.

[See EHAA for information regarding the District's coordinated school health program.]

DEVELOPMENT, IMPLEMENTATION, AND REVIEW OF GUIDELINES AND GOALS

The local school health advisory council (SHAC), on behalf of the District, shall review and consider evidence-based strategies and techniques and shall develop nutrition guidelines and wellness goals as required by law. In the development, implementation, and review of these guidelines and goals, the SHAC shall permit participation by parents, students, representatives of the District's food service provider, physical education teachers, school health professionals, members of the Board, school administrators, and members of the public.

[See BDF for required membership of the SHAC.]

WELLNESS PLAN

The SHAC shall develop a wellness plan to implement the District's nutrition guidelines and wellness goals. The wellness plan shall, at a minimum, address:

1. Strategies for soliciting involvement by and input from persons interested in the wellness plan and policy;
2. Objectives, benchmarks, and activities for implementing the wellness goals;
3. Methods for measuring implementation of the wellness goals; and
4. The manner of communicating to the public applicable information about the District's wellness policy and plan.

The SHAC shall review and revise the plan on a regular basis and recommend revisions to the wellness policy when necessary.

NUTRITION GUIDELINES

The District's nutrition guidelines for reimbursable school meals and all other foods and beverages sold, otherwise made available, or marketed to students during the school day shall be designed to promote student health and reduce childhood obesity and shall be at least as restrictive as federal regulations and guidance, except when the District allows an exemption for fundraising activities as authorized by state and federal rules. [See CO and FJ]

STUDENT WELFARE
WELLNESS AND HEALTH SERVICES

FFA
(LOCAL)

WELLNESS GOALS

NUTRITION
PROMOTION AND
EDUCATION

The District shall implement, in accordance with law, a coordinated school health program with a nutrition education component. [See EHAA] The District's nutrition promotion activities shall encourage participation in the National School Lunch Program, the School Breakfast Program, and any other supplemental food and nutrition programs offered by the District.

The District establishes the following goals for nutrition promotion:

1. The District's food service staff, teachers, and other District personnel shall consistently promote healthy nutrition messages in cafeterias, classrooms, and other appropriate settings.
2. 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.
3. The District shall ensure that food and beverage advertisements accessible to students during the school days contain only products that meet the federal guidelines for meals and competitive foods.

The District establishes the following goals for nutrition education:

1. The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors.
2. The District shall make nutrition education a District-wide priority and shall integrate nutrition education into other areas of the curriculum, as appropriate.
3. 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.

PHYSICAL ACTIVITY

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

1. enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports.
2. The District shall provide appropriate staff development and encourage teachers to integrate physical activity into the academic curriculum where appropriate.

STUDENT WELFARE
WELLNESS AND HEALTH SERVICES

FFA
(LOCAL)

3. The District shall make appropriate before-school and after-school physical activity programs available and shall encourage students to participate.
4. 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.
5. The District shall encourage parents to support their children's participation, to be active role models, and to include physical activity in family events.
6. The District shall encourage students, parents, staff, and community members to use the community's recreational facilities, such as tracks, playgrounds, and the like, that are available outside of the school day. [See GKD]

SCHOOL-BASED
ACTIVITIES

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

1. The District shall allow sufficient time for students to eat meals in cafeteria facilities that are clean, safe, and comfortable.
2. The District shall promote wellness for students and their families at suitable District and campus activities.
3. The District shall promote employee wellness activities and involvement at suitable District and campus activities.

IMPLEMENTATION

The SHAC coordinator shall oversee the implementation of this policy and the development and implementation of the wellness plan and appropriate administrative procedures.

EVALUATION

The District shall comply with federal requirements for evaluating this policy and the wellness plan, as well as the District's and each campus's level of compliance with the policy and plan.

Annually, the SHAC shall assess and prepare a report of each campus's progress toward meeting the goals listed in this policy and in the wellness plan, including a summary of each campus's major activities and events tied to the wellness program and the extent to which the wellness policy and plan compare with any state- or federally designated model wellness policies.

PUBLIC NOTIFICATION

The District shall inform and update the public about the content and implementation of the wellness policy, including posting on its

STUDENT WELFARE
WELLNESS AND HEALTH SERVICES

FFA
(LOCAL)

website a copy of the wellness policy and the wellness plan, as well as a copy of the annual report.

RECORDS RETENTION The District shall retain all records associated with the wellness policy, in accordance with law and the District's records management program. [See CPC and FFA(LEGAL)]

Texas School Health Advisory Committee



SHAC Meeting Agenda Topics

The School Health Advisory Council (SHAC) has the opportunity to influence and educate its members, school leadership and the district school board about the coordinated school health concept, related information and resources, compliance with required statutes, school profiles, current trends, infrastructure support, and others. In addition to the regular business conducted at SHAC meetings, there is benefit for members to learn about topics of interest, engage in relevant discussions, and coordinate initiatives that impact the operation of the SHAC. This document lists topics for meetings that you may want to consider. Links are provided for access to resources. Additional information can be found on the DSHS School Health Program website at www.dshs.state.tx.us/schoolhealth/default.shtm.

General Meeting Topics

- [Food allergies](#)
- [Bullying/cyberbullying](#)
- Parent involvement/parent workshops
- [Health TEKS](#)
- [Available grants](#)
- [Vision screenings and eye health](#)
- [Hearing screenings and health](#)
- [Bus idling](#)
- [Recess 1\) as physical activity, 2\) before lunch](#)
- [Denial of recess as punishment](#)
- [Connecting with administrators](#)
- Alcohol, tobacco and other drugs
- Drugs, alcohol, and tobacco and effects on the adolescent mind
- [Substance Abuse](#)
- Prescription drugs
- Sexuality education and curriculum
- [Dating violence](#)
- [Diabetes](#)
- [Head lice](#)
- [Breakfast in the classroom](#)
- Mental Health/Counseling
- [Integrated Pest Management](#)
- The positive effects dual language programs have on standardized test score (STAAR)
- [Whole Child Initiative](#)
- [Whole School, Whole Community, Whole Child](#)
- [HPV](#)
- [Obesity](#)
- [Farm to school program/school gardens](#)
- [Youth Risk Behavior Survey](#)
- [Suicide prevention](#)
- [Injury prevention](#)
- [Sun safety](#)
- [Water safety](#)
- [ATT's The Last Text](#)
- [PTA](#)
- Nutrition and eating disorders
- Sexual abuse
- [Bicycle safety](#)
- [Car seat safety](#)
- [Playground safety](#)
- [PAPAs curriculum](#)
- [Gallup Student Poll](#)
- Denial of recess in favor of academics or tutoring
- Weather policy
- [Late Start for High School Students](#)
- Identification of new community partners
- [E-cigarettes and vaping](#)
- [School Connectedness](#)
- [Parent Engagement](#)
- [Developmental Assets](#)

Reports

- Food service
- Health services
- [Mental health services \(counseling\)](#)
- Physical education
- [Legislative updates](#)
- Data review – campus or community profile
- [SHAC Annual Report to School Board](#)
- Research
- [Fitnessgram®](#)
- [CSH curriculum](#)
- Campus plans
- Special education topics
- [Checklist for healthy school environments](#)

Projects

- Transition/disability awareness fairs
- Employee health fair/public health fair
- Food drive
- [Jump Rope for Heart](#)
- 5K run
- Field Day
- [Weekend backpack food program](#)
- [Walk Across Texas](#)
- [5-2-1-0 Healthy Habits Program](#)
- Healthy recipe contest
- Community surveys
- Immunization clinics
- Exercise classes
- [Biking train](#)
- [Walking school bus](#)
- [Safe routes to school](#)
- [Community garden](#)

Organizational

- [Orientation/purpose of the SHAC](#)
- [Development of bylaws](#)
- [Conducting a needs assessment](#)
- [What is Coordinated School Health?](#)
- [SHAC Self-Assessment](#)
- Development of a work plan
- Yearly meetings schedule
- [Healthy fundraisers](#)
- [Wellness Policies](#)
- [School Health Initiative Screening Tool](#)

Texas School Health Advisory Topics

The following Research and Recommendation documents can be accessed at:

<http://www.dshs.state.tx.us/schoolhealth/shadviserecommendations.shtm>

- Benefits to Students in School Districts that Prohibit Physical Activity as Punishment
- Health Education for all Texas Students, Kindergarten through 12th Grade and Resolution
- Offering Physical Activity Outside of the School Day
- Physical Education
- Recess and Physical Activity: Impact on Student Health and Academic, Social and Emotional Development and Resolution
- Reducing Sodium Intake in the School Setting – Partnership document
- School Bus and Automobile Idling

The following Tools and Resources can be accessed at:

<http://www.stage.dshs.state.tx.us/schoolhealth/shadviserresources.shtml>

- Bullying Prevention Toolkit
- Childhood Obesity Prevention Resolution
- Coordinated School Health Data Sets
- Guidelines for Submission of a Best Practice – Process Documents
- Recommended School Health Services Staff Roles
- Resolution Supporting Inclusive Practices for Students with Exceptionalities in Public Schools
- Resources for Students and Families Dealing with Economic Crisis
- SHAC Annual Progress Report to the Board of Trustees (Power Point)
- SHAC Self-Assessment
- School Health Initiative Screening Tool

If you have topics you would like to add to this list, please feel free to
notify schoolhealth@dshs.state.tx.us.

Submit the name of the topic and a link to an appropriate resource.

Submitting suggestions does not guarantee an addition to the list.

All topics will be screened for authenticity and appropriateness; and, topic links may be changed.

Originally compiled and approved by the Texas School health Advisory Committee at their November 4, 2013 meeting. The external links to other sites appearing in this document are intended to be informational and do not represent an endorsement by the Texas Department of State Health Services (DSHS). The sites also may not be accessible to people with disabilities. External email links are provided to you as a courtesy. Please be advised that you are not emailing DSHS and DSHS policies do not apply should you choose to correspond. For information about any of the programs listed, contact the sponsoring organization directly. For comments or questions about this document, contact the School Health Program at 512-776-7279 or email schoolhealth@dshs.state.tx.us. Copyright free. Permission granted to forward or make copies in its entirety as needed.

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Texas School Health Advisory Committee



School Health Advisory Council Self-Assessment

Original publication: September 13, 2010

1st Revision: November 12, 2012

2nd Revision: November 10, 2014

It is important for a district School Health Advisory Council (SHAC) to periodically assess how well it works. SHAC members should ask themselves whether the SHAC does what it is supposed to; is it meeting its objectives, and if so, to what extent will the objectives be accomplished by the target date? Here are some questions to help evaluate how well the SHAC is functioning. An effective SHAC should be able to answer "yes" to each question. SHACs may want to consider including the results of the self assessment in their annual report to the school board.

Organization of the SHAC:		Yes	Partially/ Maybe	No	Comments/Note
1	Does SHAC membership represent key segments of the community? Are ethnic and economic groups adequately represented?				
2	Are SHAC member roles and responsibilities clearly defined?				
3	Have members received sufficient orientation?				
4	Are members willing to devote the necessary time?				
5	Do SHAC members have an understanding of the availability of resources for the SHAC?				
6	Is the structure of the SHAC clearly defined (for example, leadership roles and responsibilities, subcommittees, etc.)?				
7	Is an elected chairperson providing positive and productive leadership?				
8	Are procedures established and utilized for conducting business?				
9	Have bylaws been established?				
10	Are regular meetings occurring? Is the SHAC meeting at least four times per year? Are 50% - 75% of members attending?				
11	Does the SHAC have knowledge of the techniques for managing controversy and how to utilize them?				

	Goals and Activities:	Yes	Partially/ Maybe	No	Comments/Note
12	Did the SHAC write a Vision Statement? A Mission Statement?				
13	Has the SHAC conducted an assessment with the district staff? Were needs identified? Were goals set based on those needs?				
14	Do SHAC plans and activities focus on the goals and objectives set by the SHAC and have completion dates been set?				
15	Are efforts made to reach goals and objectives by the targeted completion dates?				
16	Does the SHAC implement activities to support coordinated school health programming?				
17	Does the SHAC address all ten components of a coordinated school health program?				
18	Has an understanding of coordinated school health and its value to the community emerged as a result of SHAC activities?				
19	Are regular reports made to the district staff or school board? Was the state-required annual report made to the board?				
	Communication:	Yes	Partially/ Maybe	No	Comments/Note
	Do SHAC members have an awareness of:				
20	✓ The status of school health programs in the schools in their district?				
21	✓ The role of the school district liaison?				
22	✓ The school board's and school administration's knowledge about and support of school health?				
23	✓ The values and attitudes of the school/community including special interest groups?				
24	✓ The processes available for community and student input on school health issues and SHAC activities, as well as, processes for communication to the community from the SHAC?				
25	✓ The current local and state legislative mandates and historical perspectives?				
26	✓ State and national developments in school health?				

	The SHAC's Role:	Yes	Partially/ Maybe	No	Comments/Note
27	Does the school board and school administration recognize and support the SHAC's role in improving/promoting school health? For example; do district personnel or board members seek advice from the SHAC and act on SHAC recommendations?				
28	Do schools and the community recognize the SHAC as a valuable asset in promoting the health of students and school personnel?				
29	Does the SHAC and its members receive recognition for their contributions in school publications, news releases, or other communication channels?				

References:

The SHAC Self-assessment Tool was developed from the following resources:

- Department of State Health Services School Health Program, Child Health and Safety Branch, "What Factors Influence the Effectiveness of a SHAC?" and
- "How are SHACs Evaluated?" *School Health Advisory Council: A Guide for Texas School Districts, 2007*: 18-19. The guide can be accessed on the School Health Program Web site at www.dshs.state.tx.us/schoolhealth/SHACGuide2007.pdf.

Additional SHAC Self-assessment Resources:

- Missouri Coordinated School Health Coalition:
www.healthykidsmo.org
- Florida Healthy School District Self Assessment Tool:
www.doh.state.fl.us/Family/CSHP/Healthy_District_Self-Assessment_Tool.pdf
- Florida School Health Advisory Committee Manual
- Texas Education Agency CSH Requirements and Approved Programs
www.tea.state.tx.us/index2.aspx?id=2812&menu_id=2147483656

The SHAC Self-assessment Tool was developed by the Texas School Health Advisory Committee (TSHAC) to support continuing growth of district SHACs. If you have any questions, or would like additional information on the TSHAC, visit www.dshs.state.tx.us/schoolhealth/shadvise.shtm or contact Ellen Smith, Information Specialist at ellen.smith@dshs.state.tx.us.

The external links to other sites appearing in the self-assessment are intended to be informational and do not represent an endorsement by the Texas Department of State Health Services (DSHS). The sites also may not be accessible to people with disabilities. External links are provided to you as a courtesy. Please be advised that you are not linking to the DSHS and DSHS policies do not apply should you choose to correspond. For information about any of the programs listed, contact the sponsoring organization directly. Copyright free. Permission granted to forward or make copies in their entirety as needed.

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