

Minutes: April 16, 2016

Ms. Kelly Cline, Director of Federal and State Programs called the meeting to order at 4:00 pm and posted the agenda on the overhead screen:

Purpose:

- *To review the Suicide Prevention Parent Training Modules*
- *To review updates on the Wellness Policy and Plan*
- *To evaluate the SHAC*

Ms. Cline asked if she could rearrange the agenda and discuss the Suicide Prevention training modules at the end of the meeting. The council agreed.

Updates on the Wellness Policy and Plan

Ms. Cline introduced Kevin Truong, Assistant Director, Child Nutrition Department, to provide updates on the Wellness Policy/Plan.

Mr. Truong thanked the council for their input and displayed the DRAFT version of the plan on the overhead screen. Kevin went through every section of the plan and asked the council if they had any additional suggestions.

The following additions were added to the draft plan:

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]

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.

Below you will find the suggested additions noted in blue.

<p>GOAL: Schools shall provide opportunities for all students to maintain physical fitness outside of physical education.</p>	
<p>Objective 1: Schools shall provide opportunities for all students to maintain physical fitness after the school day.</p>	
Action Steps	Methods for Measuring Implementation
<p>Intramural physical activity Schools may offer a variety of after school competitive sports and activities Nutrition/Activity Education Pilot Program at Hoyland ES- Provided by HCPHES (follows NIH CATCH Kids Club Curriculum) Five 1-hour sessions during school: ½ hour nutrition education, ½ hour physical activities. Starting Spring of 2016.</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • Number of students participating in intramural and sports activities <p>Resources needed:</p> <ul style="list-style-type: none"> • Coaches <p>Obstacles:</p> <ul style="list-style-type: none"> • Coaches
<p>Objective 2: Schools shall provide opportunities for all students to maintain physical fitness throughout the school day, across the curriculum.</p>	
Action Steps	Methods for Measuring Implementation
<p>All students will participate in the FitnessGram Students in elementary and middle schools will participate in physical education course/class Classroom teachers are encouraged to provide physical activity breaks for their students throughout the day High school students must complete .5 PE credit USTA –Tennis Program-Elementary First Tee-Golf Program-Elementary Run, Jump, and Throw-USAT&F-All students Play 60-NFL-Elementary &Middle School</p>	<p>Baseline or benchmark data points:</p> <ul style="list-style-type: none"> • FitnessGram data • Completion of required course <p>Resources needed:</p> <ul style="list-style-type: none"> • Teachers and Certified PE instructors – ongoing professional development • Curriculum • Computers to record and report data <p>Obstacles:</p> <ul style="list-style-type: none"> • Certified instructors/Coaches

Evaluate the SHAC

Ms. Cline then introduced Claudia Curda, Co-Chair of the SHAC. Ms. Curda explained that she would be walking the council through an evaluation tool which would be used to evaluate the effectiveness of the council this year. She provided a presentation with the following information:

- The assessment will help determine the SHAC’s value to the board, district, schools, teachers and students. This assessment will shape and strengthen the role of SHAC within our district.
- **Purpose of Assessment**
 - Understand the current situation
 - Begin with a vision for the future
 - Provide data for decision-making through comparison
 - Promote awareness and action
 - Help obtain funding and other resources
- **Assessment Categories**
 - Organization of SHAC Committee
 - Goal and Activities
 - Communication
 - SHAC’s Role
- **The Assessment**
 - Prepare individual assessment one section at a time
 - Discuss our individual responses as a Committee
 - Agree upon SHAC’s Self Assessment

A copy of the assessment was distributed to all council members. Council members were to self-assess the work that had been done on the SHAC this year. Dr. Lupita Hinojosa thanked Ms. Curda for all her hard work organizing this evaluation piece.

	Organization of the SHAC:	Yes	Partially/ Maybe	No	Comments/Note
	Does SHAC membership represent key segments of the community? Are ethnic and economic groups adequately represented?				
	Are SHAC member roles and responsibilities clearly defined?				
	Have members received sufficient orientation?				
	Are members willing to devote the necessary time?				
	Do SHAC members have an understanding of the availability of resources for the SHAC?				
	Is the structure of the SHAC clearly defined (for example, leadership roles and responsibilities, subcommittees, etc.)?				
	Is an elected chairperson providing positive and productive leadership?				

	Are procedures established and utilized for conducting business?				
	Have bylaws been established?				
0	Are regular meetings occurring? Is the SHAC meeting at least four times per year? Are 50% - 75% of members attending?				
1	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
2	Did the SHAC write a Vision Statement? A Mission Statement?				
3	Has the SHAC conducted an assessment with the district staff? Were needs identified? Were goals set based on those needs?				
4	Do SHAC plans and activities focus on the goals and objectives set by the SHAC and have completion dates been set?				
5	Are efforts made to reach goals and objectives by the targeted completion dates?				
6	Does the SHAC implement activities to support coordinated school health programming?				
7	Does the SHAC address all ten components of a coordinated school health program?				
8	Has an understanding of coordinated school health and its value to the community emerged as a result of SHAC activities?				
9	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:				
0	✓ The status of school health programs in the schools in their district?				
1	✓ The role of the school district liaison?				

2	✓ The school board's and school administration's knowledge about and support of school health?				
3	✓ The values and attitudes of the school/community including special interest groups?				
4	✓ 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?				
5	✓ The current local and state legislative mandates and historical perspectives?				
6	✓ State and national developments in school health?				
The SHAC's Role:		Yes	Partially/ Maybe	No	Comments/Note
7	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?				
8	Do schools and the community recognize the SHAC as a valuable asset in promoting the health of students and school personnel?				
9	Does the SHAC and its members receive recognition for their contributions in school publications, news releases, or other communication channels?				

After the evaluation, Ms. Curda advised the council that she would disaggregate the data and infuse the information into the Annual SHAC Report for the Board: Meeting in May.

Suicide Prevention Training Modules

Ms Cline reiterated that: "School districts and open-enrollment charter schools are encouraged to involve a school health advisory council or a similar advisory group with the selection of a suicide prevention training program" TEA correspondence. She also reiterated that Spring ISD must develop a training manual to address *Suicide Prevention* and *Suicide Prevention Training for Educators in Public Schools* as mandated by the state, House Bill 2186. The committee has met several times during the year. The parent components of the training modules are listed below. Ms. Cline had copies of the Parent sections of the training modules (see in yellow) and asked council members to review and provide any additional feedback that they might feel is necessary.

Parent Manual Components

- Parent Risk Assessment Questionnaire
- Parent Notification Of Emergency Conference
- Sample Referral Letter to Physician/Mental Health Professional/Psychologist

Ms. Cline and Ms. Curda advised the council that they would develop the Annual Report for the Board and that the members would be invited to attend to show support.

Ms. Cline adjourned the meeting at 5:00pm and thanked council members once again for their commitment to the Spring ISD SHAC for the 2015-16 school year.