

Burkeville Independent School District

School Health Advisory Council (SHAC),
Coordinated School Health Program and
Health and Wellness Plan

2020-2021

Table of Contents

School Health Advisory Council (SHAC)

- Statue and Policy
- Duties
- Membership
- Required Meetings
- Responsibility of the Coordinator
- Reporting to the Board of Trustees

Coordinated School Health Program

What is Coordinated School Health Program?

The Components of Coordinated School Health Program

Health and Wellness Plan

Goal and Beliefs of BISD's Health and Wellness Plan

Eight Components of the Health and Wellness Plan

- Nutrition
- Physical Education and Physical Activity
- Health Education
- Counseling and Mental Health
- Healthy and Safe Schools
- Parent and Community Partnerships
- Community Involvement, Outreach and Communications
- Employee Wellness

Responsibilities for Implementation

The campus principal and SHAC coordinator (Stephanie Simmons LVN) will be responsible for implementing the Wellness Plan and will submit necessary information for the SHAC for evaluation at the first SHAC meeting each school year.

Reports and Updates

The SHAC will review the Wellness Plan and then the Coordinator (Mrs. Simmons) will compile and publish an annual report to share with the board of trustees no later than at the May school board meeting.

Triennial Assessment- the Wellness Plan will be evaluated every three years. At this time all goals will be reviewed updated and new goals drafted by the SHAC members. The triennial assessment will be updated in spring of 2020. For more details, see pages 20-21 in the Wellness Plan.

Records Retention

The Superintendent is the district's official responsibility for overall implementation of the wellness plan including development of this Wellness Plan and any other appropriate administrative procedures and for ensuring that each campus complies with the policy and plan. All list of current members, meeting agendas, notes and minutes will be stored in the administration office for viewing. All Records will be kept for five (5) years.

Stakeholder Engagement

Parents and community members are encouraged to participate in the SHAC committee and the development of the wellness plan. Therefore, BISD has posted the current Wellness Plan, the list of the upcoming yearly SHAC meetings and contact information on the BISD's website.

More information on parent and community engagement as well as district contact information is included within this document on page 20.

Burkeville ISD School Health Advisory Council (SHAC)

Section One: Statute and Policy

As defined by the Texas department State Health Services (DSHS), a SHAC is appointed by the school district to serve at the district level and to provide guidance to the district on coordinated school health programming and its impact on students' health and learning. The group of individuals represent segments of the community. According to the TEC 28.004(a), the board of trustees of each school district shall establish a local SHAC to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Section Two: Duties

The SHAC duties include;

- The number of hours of instruction to be provided in health education.
- Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, Type 2 diabetes and mental health concerns.
- Appropriate grade levels and methods of instruction for human sexuality instruction
- Strategies for integrating the curriculum components
- If feasible, joint use agreements or strategies for collaboration between the school district and community organizations or agencies.

Section Three: Membership

The TEC 28.004(d) states that the board of trustees shall appoint **at least five members** to the local SHAC. A majority of members must be persons who are parents of students, enrolled in the district and who are not persons who are employees. The board of trustees may also appoint members. Any person interested on serving on the committee may contact Stephanie Simmons LVN at ssimmons@burkevilleisd.org or 409-565-2201.

Section Four: Require Meetings

- The SHAC committee is required to meet at least four times each year (TEC, Title 2, Chapter 28, §28.004).

Section Five: Responsibilities of the Coordinator

- The Coordinator will schedule meetings
- Notify members of the upcoming meeting
- Prepare the agenda, and record the minutes
- Post on the district's web page the meeting dates, agendas and the minutes of each meeting
- Report to the school board at least once (in April) See Below in Reporting.

It is important to note that Texas open meetings laws do not apply to SHACs because they serve an advisory role and not a decision-making or fiscal role. In addition, they do not meet the Texas definition of a governmental body (Texas Government Code, Title 5, Chapter 551, §551.001) that binds groups to open meetings laws.

Section Six: Reporting

According to TEC, Title 2, Chapter 28, §28.004) SHAC's are to submit to their school board, at least annually, a written report that includes:

- Any SHAC recommendation concerning the school district's health education curriculum and instruction or related matters that the SHAC has not previously submitted to the school board;
- Any suggested modification to a SHAC recommendation previously submitted to the school board;
- A detailed explanation of the SHAC's activities during the period between the date of the current report and the date of the last prior written report; and
- Any recommendations of physical activity and fitness planning by the committee.

Burkeville Independent School District

Health and Wellness Plan

Burkeville ISD School Health Advisory Council (SHAC) makes recommendations in the development of BISD's Wellness Plan. The Health and Wellness plan includes components of Coordinated Health Program (TEC 38.013). The SHAC works with the district to help school communities support good health/fitness for staff and students. The District (SHAC) is dedicated to ensuring an environment that also educates students and employees about health and wellness. The Health and Wellness Plan focuses on eight areas.

What is a Coordinated School Health Program?

TEC 38.0013 states coordinated school health (CSH) programs are programs designed to prevent obesity, cardiovascular disease and Type 2 diabetes in elementary, middle and high school.

Components of a Coordinated School Health Program

Each coordinated school health program must provide for health education, which includes oral health, physical education (PE), physical activity (such as recess), nutrition, and parental involvement.

The components of a Coordinated School Health Program

- Nutrition Services
- Physical Education and Physical Activity
- Health Education
- Counseling and Mental Health Services
- Healthy and Safe Schools
- Parent and Community Partnerships
- Community Involvement, Outreach and Communications
- Employee Health and Wellness

Health and Wellness Plan

Goals and Beliefs:

It is the District's role, as part of the larger community, to model and actively practice, through policies and procedures, the promotion of family health, physical activity, and good nutrition

- Emotionally healthy students learn and succeed socially and academically
- Healthy children are the foundation of a healthy society • Well-nourished and physically fit students are better able to learn
- Eating and exercise habits developed in childhood will affect students' health throughout their lives
- The cafeteria is a classroom; the cafeteria teaches what balanced, nutritious meals look like and how to demonstrate positive character traits at mealtime
- Staff morale is impacted by a higher level of commitment by the district regarding wellness of each employee in the district
- An integrated school, parent, and community approach is essential for enhancing the health and well-being of all students' development.

Burkeville Independent School District is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year. Research shows that good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes.

(USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks. Conversely, less-than adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students. In addition, students who engage in active transport to and from school, recess, physical activity breaks, high-quality physical education, and

extracurricular activities do better academically. This plan outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this document establishes procedures to ensure that:

- The District will coordinate the health and wellness plan with other aspects of school management, including the District's School Improvement Plan
- Students in the District have access to healthy foods through reimbursable school meals and other foods available throughout the school campus in accordance with Federal and state nutrition standards
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors
- Students have opportunities to be physically active before, during, and after school
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school
- The community is engaged through parent meetings once monthly and supports the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the plan. This is accomplished by reviewing the campus plan and by having regularly scheduled parent and community meetings these guidelines apply to all students, staff, and schools in the District.

Nutrition

Guidelines

The federal law required that the school districts establish goals for nutrition. BISD participates in the National Lunch Program and School Breakfast Program.

The district will ensure that any food and beverage advertisements marketed to students during the school cad meet the SMART SNACKS standards.

The SHAC will monitor this by; the Campus Principal, Kevin Day, SHAC coordinator and LVN, Stephanie Simmons, and the Cafeteria Manager, Betty Jennings. Although BISD is not required to immediately remove or replace food and beverage advertisements on items such as menu boards or other food service equipment or on scoreboards or gymnasiums, the SHAC will make recommendations when replacements or new contracts are considered.

Burkeville Independent School District ensures that nutrition guidelines for reimbursable school meals shall be at least as restrictive as federal regulations and guidance. The students receive free breakfast and lunch daily. All foods sold on campus including ala carte' items sold during the school day meet the federal regulations for Smart Snacks. These standards apply in all locations and through all services where foods and beverages are sold, which may include but are not limited to ala carte' options in cafeterias, vending machines, school stores and fundraising sales. In addition to legal requirements, the District shall:

1. Provide teachers with education and guidelines on the use of food as a reward or punishment in the classroom and cafeteria and
 - a. Student food choices in the school cafeteria shall not be limited by district staff as a punishment.
 - b. Non-food rewards are to be encouraged whenever possible.
 - c. Coaches have been provided information on the importance for athletes to eat after morning exercise routines.
2. Recommend that healthy food and beverage options be included at concessions at school-related events outside of the school day.
3. Student food allergies shall also be considered when providing food in the classroom.

4. Non-food fundraisers will be encouraged including those that promote physical activity such as walk-a-thons, jump rope for heart, fun runs, etc. Food fundraisers outside of school hours should include healthy options.

Nutrition Education

The District shall implement, in accordance with law, a coordinated health program with a nutrition education component and shall ensure that the health course curriculum (TEKS) related to nutrition is taught. Students shall receive nutrition education that fosters the adoption and maintenance of healthy eating behaviors. Staff responsible for nutrition education shall be adequately prepared and shall participate in professional development activities to effectively deliver the program as planned. The food service staff and other personnel shall coordinate the promotion of nutrition messages in the cafeteria, classroom, and other appropriate settings. All campuses will participate in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).

- The District child nutrition program will accommodate students with special dietary needs with a signed note from their physician
 - Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school The District aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:
 - Is designed to provide students with the knowledge and skills necessary to promote and protect their health
 - Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects
 - Include enjoyable, developmentally-appropriate, culturally relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens
 - Promote fruits, vegetables, whole-grain products, low -fat and fat-free dairy products, and healthy food preparation methods

- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise) Water to promote hydration, free, safe, and unflavored drinking water will be available to all students throughout the school day and throughout every campus. The District will make drinking water available where school meals are served during mealtimes via drinking fountains or container of water. In addition, students are allowed to bring and carry (approved) water bottles filled with only water. Competitive Foods and Beverages According to federal guidelines, the school day is defined as midnight the day prior until 30 minutes after the end of the last class period. The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., “competitive” foods and beverages) shall meet the USDA Smart Snacks in School Nutrition Standards. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schoolsmart-snacks>.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day meet or exceed the USDA Smart Snacks Nutrition Standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, ala carte options in cafeterias, vending machines, school stores, and snack or food carts and food sold for fund raising sales during the school day by the Smart Snack regulation. Celebrations and Rewards It is recommended that food offered on the school campus is healthy and that high sugar and fat foods be limited.

Classroom snacks brought by parents: It is recommended that birthdays are celebrated no more than once a month for each classroom. The District will provide to parents a list of foods and beverages that meet **Smart Snacks Nutrition Standards**. Rewards and incentives: Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior

Fundraising

A fundraiser is an event that includes any activity during which currency, tokens, tickets, donation for, or other forms of payment are exchanged for the sale or purchase of a product. This includes payment that is made toward a future purchase. There is no limit on fundraisers for foods and beverages that meet or exceed the USDA Smart Snacks in Schools Nutrition Standards. Any food and/or beverage item that meets the standards may be sold on the school campus during the school day. For more information refer to the following USDA flyer:

http://www.squaremeals.org/Portals/8/files/SmartSnacks/Fundraisers_FactSheet.pdf

Exempt Fundraisers: BISD campuses may sell food and/or beverages as part of a fundraiser that do not meet the Competitive Foods Nutritional Standards during the school day for up to six (6) days per school year on each school campus. Food and/or beverages sold during an exempt fundraiser must not be sold in competition with school meals service or consumed in the school meal service area. Concession Stands or Other Events Where Food and/or Beverages Are Sold During the School Day. Foods and/or beverages sold to students at concession stands or other events must meet the Competitive Food and Beverage Nutrition Standards if the sale occurs during the school day on the school campus as defined in this section. Nutrition promotion and education positively influence lifelong eating behaviors by using evidence based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multichannel approach by school staff, parents, students, and the community. The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting

advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness guidelines.

Nutritious School Meals

The District is committed to serving healthy meals to all students. USDA School Breakfast Program is offered to all students free of charge. For lunch meals all students are offered a free lunch and the district for illegible students, seeks reimbursable meals through the CEP program. Items offered on A LA Carte meet or exceed the USDA Smart Snacks. A summary of the standards and information is available at <http://www.fns.usda.gov/healthierschoolday/tools-schoolssmart-snacks>. BISD's meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

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

At least 30 minutes will be allowed for students to eat meals in lunchroom. BISD maintains facilities that are clean, safe, and comfortable. A pleasant cafeteria environment will be maintained that is conducive to students eating, while allowing for socialization.

Physical Education and 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. In addition, the District will encourage teachers to integrate physical activity into the academic curriculum where appropriate. The District establishes the following goals to create an environment conducive to physical activity and to express a consistent wellness message through other school-based activities:

- Children and adolescents are encouraged to participate in 60 minutes of physical activity every day
- A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities. Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) will not be withheld as punishment for any reason (This does not include participation on sports teams that have specific academic requirements). The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

Physical Education

The District will provide students with physical education using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits. All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary. All District elementary students in each grade will receive physical education for at least 150 minutes per week throughout the school year. To continue exceeding state requirements, students will participate in daily physical education through sixth grade. All District secondary students (middle and high school) are required to take the equivalent of one academic year of physical education.

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions
- All physical education teachers and aides will be required to participate in at least once a year professional development in education
- All physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education

- All coordinated Health and Wellness Curriculum must be approved by the District School Health Advisory Committee (SHAC).
- 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
- Teachers and other school staff will receive training to promote enjoyable, life-long physical activity for themselves and students The District will encourage parents to support their children’s participation, to be active role models, and to include physical activity in family events.

Recess (Elementary)

All elementary schools will offer at least 20 minutes of recess on all or most days during the school year. When recess is offered before lunch, schools will have appropriate handwashing facilities and/or hand-sanitizing mechanisms. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria. Outdoor recess will be offered when weather is feasible for outdoor play. Students will be allowed outside for recess except when outdoor temperature is above/below District-set temperature, inclusive of wind chill factors, during storms with lightening or thunder, or at the discretion of the building administrator based on his/her best judgment of safety conditions. Recess will complement, not substitute for, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Physical Activity

(Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students should be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through **USDA and the Alliance for a Healthier Generation**. Active Academics Teachers are encouraged

to incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

Health Education

To complement the promotion of health and wellness in the district, BISD will teach students at all school levels about the negative health consequences related to tobacco use, drug use, alcohol use (TEC 28.002(r) and TAC 74.359(b) and the use of performance-enhancing drugs. The district will support all mandates from the state such as: a curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, Type 2 diabetes, and mental health concerns. In addition, for students who are middle school and high school TAC 74.1 states that school district offering K-12 instruction must offer an enrichment curriculum that includes health education. Age appropriate topics related to human sexuality instruction are components of the TEKS for middle and high school health education. A school district may add elements at its discretion but may not delete or omit instruction in the enrichment curriculum, including human sexuality instruction. BISD will consult with the SHAC for guidance on the curriculum or program that will be selected for human sexuality.

In addition, Cardiopulmonary resuscitation (CPR) instruction must be provided to each student at least once before graduation from high school according to TEC 28.0023 and TAC 74.38. The district will also comply with TEA requirements by completing the Fitness Gram each year. Parents may request a copy of their child’s fitness gram results by contacting the campus administrator. BISD will include in the health education curriculum the following essential topics:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the learning process
- How an inactive lifestyle contributes to chronic disease
- Five components of health-related fitness- cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness

- Phases of an exercise session- warm up, workout, and cool down
- Decreasing sedentary activities such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How and what are good eating habits

Counseling and Mental Health Services

The District is committed to supporting social and emotional wellness in relation to Counseling and Mental Health Services. The District is committed to supporting the health and wellbeing of all students in the district by providing:

1. Staff development related to Mental Health Services for counselors and administrators
2. The necessary services to improve mental, emotional and social health through individual and group assessments, interventions and referrals through the counseling center
3. Strategies for reduction and prevention for students in high-risk situations to prevent dropouts
4. Cultural competence, collaboration, and equity in access to help all families achieve and maintain social and emotional wellness through SHAC and community partnerships.
6. Increased focus on current and emerging mental health issues and research to determine the need to provide additional resources (staff and funding) to meet the growing needs of our student.
7. The counseling department with the school nurse will present “evidence based alcohol awareness curricula” (TEC 28.002) and TAC 74.35(b).
8. The counseling department will adopt essential knowledge and skills for the health curriculum that addresses awareness, prevention, identification, self-

defense in response to and resolution of and intervention in bullying and harassment. 19 TAC, Chapter 115

Healthy and Safe Schools

The District commits to supporting a healthy and safe school environment in all grades throughout the school district. Including in these expectations are the physical and aesthetic surroundings, the psychosocial climate and culture of each school. The factors that influence the physical environment include the school building, surrounding areas and anything present that create a safety hazard, including air quality in each school. The most important social condition of the schools can affect the psychological environment and can emotionally affect the well-beings of students and staff. To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs. The physical environment can either support or hinder student achievement. Research suggests that stress and perceptions of fear among students greatly reduce academic performance. Students have been shown to perform better in facilities that are attractive, functional, safe and secure. According to 86th Legislative Session school districts have to develop an Emergency Operations Plan (TEC Chapter 37.108), School Safety and Security Committee, Threat Assessment and School Safety Audit

A healthy school environment should include:

- Complete a Threat Assessment Plan according to TEC Chapter 37.115, and TEC Chapter 37.220.
- Emergency Operations Plan according to TEC Chapter 37.108, TEC Chapter 37.1081, TEC Chapter 37.1082, TEC Chapter 37.114, and TEC Chapter 37.2017
- School Safety Audit according to TEC 12.1049b), TEC Chapter 37.108, TEC Chapter 42.168 and TEC Chapter 37.207
- School Safety and Security Committee according to TEC Chapter 37.109.
- • A feeling of support by students from administrators, teachers and peers to reach their full potential
- A safe environment free from drugs and weapons
- A positive affiliation with the school environment by the student population

- Acknowledgement that students are more likely to remain academically engaged and less likely to be involved in misconduct at school
- Identification of each campus as a safe haven for students and staff. In an effort to improve upon school safety and security, Texas has enacted legislation addressing requirements pertaining to school-base emergency planning and other areas impacting the daily school environment (e.g., bullying, sexting, school violence)
- Components of the BISDs district improvement plan according to the Texas Education Code (11.252) not only related to evaluating and improving student academic achievement, but requires districts to adopt special programs addressing suicide prevention, dyslexia, conflict resolution and violence prevention Student and Staff Health Services. The District supports a nurse's aide on the campus. The primary purpose of the nurse is to implement comprehensive programs of health services and strengthen and facilitate the educational process by improving and protecting the health status of students and staff. She will identify and assist in the removal or modification of health related barriers to learning and promote health education and preventative health practices for students, faculty and staff. The District adheres to the immunization requirements of students 21 according to TDSHS. The SHAC recommends that the District addresses the wellness and health services. UIL/Marching Band/Cheerleading/Participation A student desiring to participate in the athletic program, marching band, cheerleading or team sport shall submit a statement from a health care provider authorized under UIL rules indicating that the student has been examined and is physically able to participate in the athletic program, marching band, cheerleading or dance team. This examination is required each year for all grades 7-12th prior to participating in activities and must be completed on the Pre participation Exam form (PPE). School Health Advisory Teams Self-Assessment It is important for our SHAC Team to assess how well the wellness document is working.

Parent and Community Involvement

The District will coordinate and integrate other initiatives related to physical activity, nutrition, and wellness components so all efforts are complementary and work towards promoting student well-being. All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the SHAC. The district will make every effort to encourage parent and community views and suggestions for the betterment of the students in BISD.

Increasing awareness in all aspects of the wellness plan by having scheduled parent meetings, have parent input to develop the parent school compacts, provide counselling services when requested. In addition, all school-sponsored events will adhere to the wellness guidelines and all school sponsored wellness events should include physical activity opportunities.

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school sponsored activities and will receive information about health promotion efforts.

Anyone interested in being part of the SHAC committee and developing the wellness plan should contact, Stephanie Simmons LVN at ssimmons@burkevilleisd.org or at 409-565-2201 EXT. 245.

Community Involvement, Outreach and Communications

The District will develop, enhance and continue relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation (such as the requirement for high school students to participate in CPR training). Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals. We understand that an integrated school, parent and community approach for enhancing the health and well-being of students must be a strong component in our approach to good health. Some of the partnerships that BISD has is with Burke Center, Jasper's Health Department,

Walmart-flu shots, ADEC, fire department, Leo the Lion and Cell Phone Sally-Sheriff's department.

Employee Health and Wellness

The District is committed to supporting the health and wellbeing of all employees by providing opportunities to increase health and wellness education:

1. Acknowledge staff wellness at the first meetings of all employees at the beginning of the school year by requesting that the nurse and leadership stress the importance of health and wellness for all employees
2. Encourage active participation by employees with a reward system on controlling and/or losing weight.
3. Promote health and wellness in all staff activities throughout the school year
4. Under the direction of the SHAC, disseminates wellness resources in coordination with human resources and staff
5. Provide opportunities for school staff to improve their health status through activities such as wellness fairs that would include health assessments, and health related fitness activities, flu shots, etc.
6. Offer healthy food options at faculty and staff events Professional Learning
When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class).
Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/effort.

Annual Progress Reports / Triennial Assessment

The SHAC will review the Wellness Policy yearly and then the Coordinator (Ms. Hopson) will compile and publish an annual report to share with the board of trustees no later than at the May school board meeting. This document will include, but is not limited to:

- The website address for the wellness guidelines and/or how the public can access a copy of the wellness document.
- A description of each school's progress in meeting the wellness goals in accordance with their Campus Improvement Plan.
- A summary of each school's events or activities related to wellness policy implementation.
- The name, position title, and contact information of the designated District leader(s) identified.
- Information on how stakeholders can get involved with SHAC
- The SHAC will establish and monitor goals and objectives for the District's schools, specific and appropriate for each campus of the content-specific components listed in this document.
- **The District will track and annually report the progress of the wellness plan at the first meeting of each school year** plus other related information such as: findings from food safety inspections, aggregate participation in school meals programs. **Assessments: At least once every three years (Triennial Assessment)**, the District will evaluate compliance with the wellness guidelines to assess the implementation of the document and include:
 - The extent to which campuses are in compliance with the wellness guidelines.
 - A description of the progress made in attaining the goals of the District's wellness document. The SHAC, in collaboration with individual campuses, will monitor compliance with this wellness plan. Revisions and Updating the Document The SHAC will update or modify the wellness document based on the results of the annual progress reports and triennial assessments, and/or as District priorities change, community needs change, wellness goals are met, new health science, information, and technology emerges, and new Federal or state guidance or standards are issued.