Comfort ISD
2022-2023 SHAC Meeting Agenda
April 19, 2023

4:00 PM

District Training Center

1. Introductions (Jerry Adams)

CISD Staff:
* DeAnna Brummett: HS Counselor (Ad Hoc)
* Amy Jureczki: Nurse Coordinator
* Mary Garza: Food Services Director
* Janet Blake, Elementary Counselor
* Brandy Holekamp: CMS Counselor
* Megan Novosad: CES P.E. Teacher
* Jordan Chandler: CMS Coach
* Regina Stanley: CHS Nurse (Ad Hoc)
* Robin Law: CES Nurse
* Charlotte Kneupper: School Board
* Tucker Webb: SRO
* Jerry Adams (Ad Hoc)

Community/Parents:
* Vickie Stuart: parent, PT
* Emma Eichholz: parent
* Randi West: parent
* Courtney Stensrud: parent
* Aubrie Walker: Coalition Coordinator, Kendall County
* Tiffany Rust: parent
* Misty Giles: parent
* Melinda Avery: community, Hill Country Pregnancy Care Center

2. Counselor Update/Character Education Program Update
    - CES (Janet Blake)
    - CMS (Brandy Holekamp)
    - CHS (DeAnna Brummett)

3. Overcoming Obstacles – Comprehensive Counseling Program Curriculum Resource (Brandy Holekamp)
    - https://www.overcomingobstacles.org/

4. District Wellness Plan Review (Jerry Adams)

5. Physical Activity and Fitness Planning Subcommittee - consider issues relating to student physical activity and fitness; make recommendations to increase physical activity and improve fitness among students

6. Curriculum/Resources – feedback on materials presented at SHAC meeting on February 6, 2023 (Jerry Adams)
    - PE/Health – CATCH
    - Human Sexuality/Family Violence/Child Abuse/Sexual Abuse/Teen Dating Violence/Sex Trafficking - Parent/Student Presentation – Youth Equipped to Succeed! (formerly Aim for Success) (previous SHAC recommendation, consider for next year)
    - Everfi – Social Emotional Learning Resources everfi.com/K-12
        - Substance use Prevention: Vaping, know the truth - A prevention-forward digital course that gives students core knowledge around the dangers associated with using e-cigarettes, and offers resources to help young people quit if they already vape. Vaping: Know the truth | EVERFI

- Prescription Drug Safety- Empower 8th - 12th grade students with the skills and knowledge they need to make safe and healthy decisions about prescription drugs and opioids. Prescription Drug Safety Training for High School Students (everfi.com)
- Bully Prevention: Honor Code Bullying prevention: 8th - 10th grade students identify their unique talents, grow resiliency skills, and build strong connections with others to create positive school communities. Honor Code - Bullying Prevention Curriculum | EVERFI
- For Dating Violence: Character playbook building healthy relationships In Character Playbook, students make decisions in real-life scenarios such as navigating social media, reflecting on their emotions, and intentionally building positive relationships. Throughout five modules, this course covers key concepts in metacognition, social-emotional learning (SEL), and building healthy peer relationships. This course is aligned to the CASEL standards for SEL. Character Playbook - Healthy Relationships | EVERFI
- Suicide Prevention: Understanding Mental Wellness- Teaches students the importance of paying attention to their mental health by blending evidence-informed content with engaging digital activities. Five lessons scaffold knowledge to build a comprehensive understanding of what mental wellbeing is and how to maintain or achieve it. Understanding Mental Wellness | EVERFI

7. Wellness Initiative Update (Jerry Adams)
    - Steps Challenge & Percent Weight Loss Competition
    - Community Anti-Bully Run, Walk or Roll 5K Run/1 Mile Walk Event on March 1, 2023

8. Parent Education Speaker Series Update2023 (Jerry Adams)
    - Parent Program: One Pill Can Kill – March 27th @ 6 PM; CHS Cafeteria – completed with guest panelist Sheriff Al Auxier, Kendall County District Attorney Nichole Bishop, and Former DEA Agent and Boerne ISD Director of Safety Rick Goodrich
    - Parent Program: Positive Parenting – April 24 @ 6 PM; CHS Cafeteria – guest panelist Assistant District Attorney Manny Cardenas and Judge Irene Sullivan

9. Food Service Update (Mary Garza)

10. Health Services Update
    - CES (Robin Law)
    - CMS (Amy Jureczki)
    - CHS (Gina Stanley)

11. Other business
    - Developing a Kendall County Behavioral Health Advisory Coalition – Goal: to meet the gaps in services for Behavioral and Mental Health in Kendall County (Jerry Adams)

12. Adjourn

What Is Overcoming Obstacles?

Overcoming Obstacles is a free, award-winning, and research-based K-12 curriculum that provides you with the tools to teach your students life skills. With hundreds of activity-based lessons covering more than 30 skills, students learn how to communicate effectively. They learn how to make informed decisions. They learn how to set and achieve goals, resolve conflicts, solve problems, respect one another, and more.

Since 1992, over 450,000 educators in all 50 states and in 170 countries have used Overcoming Obstacles' free lessons to improve the lives of more than 100 million young people.

Comfort ISD

Wellness Plan

This document, referred to as the "wellness plan" (the plan), is intended to implement policy FFA(LOCAL), which has been adopted by the Board to comply with the requirements for a school wellness policy. [Section 9A(a) of the National School Lunch Act (NSLA), 42 U.S.C. 1758b; 7 C.F.R. Part 210]

The District's local school health advisory council (SHAC) will work on behalf of the District to review and consider evidence-based strategies and techniques to develop and implement nutrition guidelines and wellness goals required by federal law.

Soliciting Involvement and Input

Federal law requires that certain stakeholders be involved in the development, implementation, and periodic review and update of the wellness policy. The SHAC will solicit involvement and input from parents, students, the District's food service provider, physical education teachers, school health professionals, Board members, administrators, and members of the public by:

1. Posting on the District's website the dates and times of SHAC meetings at which the wellness policy and plan are scheduled to be discussed.
2. Posting on the District's website the contact information of the person(s) responsible for the oversight of the District's wellness policy and plan.

Responsibility for Implementation

Each campus principal is responsible for implementing FFA(LOCAL) and this wellness plan at his or her campus, including submitting necessary information to the SHAC for evaluation.

The District Nurse is the District official responsible for overall implementation of FFA(LOCAL), including development of this wellness plan and any other appropriate administrative procedures, and for ensuring that each campus complies with the policy and plan.

Goals for Nutrition Promotion

Federal law requires that the District establish goals for nutrition promotion in its wellness policy. The District's nutrition promotion activities will encourage participation in the National School Lunch Program, the School Breakfast Program, and any supplemental food and nutrition programs offered by the District.

The District will ensure that any food and beverage advertisements marketed to students during the school day meet the Smart Snacks standards.

The SHAC will monitor this by:

1. The school nurses will monitor this by discussing with principals and informing the SHAC regarding any concerns.

Although the District 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.

Implementing Goals for Nutrition Promotion

GOAL 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.

Objective 1: The District will involve district personnel to promote healthy nutrition messages.

Action Steps: Produce information for staff, parents, and students that provides healthy school nutrition messages to promote healthy nutrition.

School and Community Stakeholders: Students, Staff, Parents, Community

Resources Needed: Time and funding

Measures of Success: Electronic postings

Objective 2: The District will maintain participation in federal child nutrition programs throughout the school year.

Action Steps: Provide Free and Reduced Application online access to all students in the District.

School and Community Stakeholders: Students, Staff, Parents, Community

Resources Needed: Time and funding; gather, develop and distribute information to students and parents

Measures of Success: Participation rate in federal child nutrition programs throughout the school year

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GOAL 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.

Objective 1: The District may inform families in the community regarding supplemental food and nutrition programs.

Action Steps: Gather information regarding food access programs available in the community (food pantry, backpack programs, summer meal programs).

School and Community Stakeholders: Students, Staff, Parents, Community

Resources Needed: Time and funding

Measures of Success: Types of programs identified; ways the information is communicated

Objective 2: Provide monthly breakfast and lunch menus along with selected nutritional information.

Action Steps: Post menus on website.

School and Community Stakeholders: Students, Staff, Parents, Community

Resources Needed: District website

Measures of Success: Posting of menu on website

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GOAL 3: The District shall ensure that food and beverage advertisements accessible to students outside of school hours on District property contain only products that meet the federal guidelines for competitive foods.

Objective 1: Advertisements of food products will be Smart Snack compliant.

Action Steps: The School Nutrition Director in conjunction with the campus principals will work to ensure that all advertisements hanging in the cafeterias and on vending machines meet federal compliance.

School and Community Stakeholders: Students, Staff, Parents, Community

Resources Needed: Time and funding

Measures of Success: All advertisements will be snack compliant

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Goals for Nutrition Education

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

Implementing Goals for Nutrition Education

GOAL 1: The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors.

Objective 1: All students in grades K-8 will be enrolled in a physical education or athletic course where nutrition education is provided.

Action Steps: The District has determined that physical education is a required course in the development of elementary and middle school students. Physical Education and courses that meet the physical education criteria are to be offered at the high school for the required credit.

School and Community Stakeholders: Students, Staff, Parents, Community

Resources Needed: Time and funding; counselors to ensure schedules are appropriately completed

Measures of Success: All students will successfully complete the required physical education courses

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GOAL 2: The District shall make nutrition education a District-wide priority and shall integrate nutrition education into other areas of the curriculum, as appropriate.

Objective 1: District staff will integrate nutrition education information when appropriate.

Action Steps: Identify appropriate events at which nutrition education could be promoted.

School and Community Stakeholders: Students, Staff, Parents, Community

Resources Needed: Time, funding, materials, supplies, personnel and/or Texas A&M AgriLife Extension Service personnel

Measures of Success: The names of events during the year at which nutrition education is communicated or distributed

Objective 2: All students will have access to drinking water during the school day.

Action Steps: Provide access to water in cafeterias and in hallways.

School and Community Stakeholders: Students, Staff, Parents, Community

Resources Needed: Water, Students, Staff, Parents, Community

Measures of Success: Accessible water fountain

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GOAL 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.

Objective 1: Appropriate professional development will be provided for employees responsible for nutrition education.

Action Steps: Determine the appropriate professional development necessary.

School and Community Stakeholders: Aramark, Students, Staff, Parents, Community

Resources Needed: Time and funding

Measures of Success: Professional development completed

Goals for Physical Activity

Federal law requires that the District establish goals for physical activity in its wellness policy. In accordance with state law, the District will implement a coordinated health program with physical education and physical activity components. The District will offer at least the required amount of physical activity for all grades [see BDF, EHAA, EHAB, and EHAC], as follows: In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure

that students in full-day prekindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week. In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle or junior high school will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

Implementing Goals for Physical Activity

GOAL 1: The District shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports.

Objective 1: Provide crossing guard at schools where students are encouraged to safely walk or bike to school.

Action Steps: In conjunction with the school administrators, evaluate if a crossing guard is needed.

School and Community Stakeholders: Students, Staff, Parents, Community

Resources Needed: Staff, Time

Measures of Success: The location of crossing guard, if needed

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GOAL 2: The District shall provide appropriate staff development and encourage teachers to integrate physical activity into the academic curriculum where appropriate.

Objective 1: Provide appropriate information to staff regarding the benefits of physical activity breaks for students.

Action Steps: Determine appropriate staff development days for staff development on importance of movement and physical activity.

School and Community Stakeholders: Students, Staff, Parents, Community

Resources Needed: Time and funding

Measures of Success: All staff will be provided with information

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GOAL 3: The District shall make appropriate before-school and after-school physical activity programs available and shall encourage students to participate.

Objective 1: The District will implement appropriate before or after school physical activity program each year.

Action Steps: CMS/CHS has various extracurricular activities. CES students have opportunity to participate in the Boys & Girls Club.

School and Community Stakeholders: Students, Staff, Parents, Community

Resources Needed: Time and funding

Measures of Success: Programs offered

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GOAL 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.

Objective 1: The District offers fully paid employee premium for health insurance.

Action Steps: Inform employees of available health insurance premium and of any health screenings and wellness opportunities.

School and Community Stakeholders: Students, Staff, Parents, Community

Resources Needed: Time and funding

Measures of Success: Providing information to employees

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GOAL 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.

Objective 1: At least one campus will offer an annual or more frequent event that involves physical activity that includes both students and parents.

Action Steps: Community parades (i.e., Homecoming Parade, Christmas in Comfort, 4th of July Parade), Color Me Comfort, and the Fall Festival are events involving physical activities.

School and Community Stakeholders: Students, Staff, Parents, Community

Resources Needed: Time and funding

Measures of Success: Participation; event documentation

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GOAL 6: The District shall encourage students, parents, staff, and community members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available outside the school day.

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

Action Steps: Completion of facility use request form (i.e., Little Dribblers, Little Bumpers, Comfort Hoops, Comfort YFL, Open Gym, etc.)

School and Community Stakeholders: Students, Staff, Parents, Community

Resources Needed: Time, funding, availability

Measures of Success: Usage

Goals for Other School-Based Activities

Federal law requires that the District establish goals for other school-based activities in its wellness policy to promote student wellness, create an environment that encourages healthful eating and physical activity, and promote a consistent wellness message.

Implementing Goals for Other School-Based Activities

GOAL 1: The District shall allow sufficient time for students to eat meals in cafeteria facilities that are clean, safe, and comfortable.

Objective 1: All campuses will build master schedules to allow for at least a 30-minute lunch period. Breakfast is provided prior to the morning bell.

Action Steps: Work with campus administrators to ensure timeframes meet this objective; custodians are provided to clean the dining areas and school nutrition employees clean the kitchen facilities.

School and Community Stakeholders: Students, Staff, Parents, Community

Resources Needed: Time and funding

Measures of Success: Master schedule; inspections

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GOAL 2: The District shall promote wellness for students and their families at suitable District and campus activities.

Objective 1: The District will provide funding for Smart Snack compliance during the first administration of state mandated assessments as well as the ESL Summer School program in the summer.

Action Steps: Provide a list of snacks and funding amounts to each campus administrator so they can order the compliant snacks for testing and the summer program; the District provides snacks to students in Pre-K Head Start program at CES.

School and Community Stakeholders: Students, Staff, Parents, Community

Resources Needed: Time and funding

Measures of Success: Snack list

Objective 2: Campus and classroom celebrations are allowed but are encouraged to be held after the designated lunch time.

Action Steps: Campus administrators should be cognizant of such celebrations and encourage after noon celebrations so that students have already consumes a healthy meal.

School and Community Stakeholders: Students, Staff, Parents, Community

Resources Needed: Time, funding, schedules

Measures of Success: Communication regarding celebration planning

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GOAL 3: The District shall promote employee wellness activities and involvement at suitable District and campus activities.

Objective 1: The District will provide local Wellness Initiatives to promote staff health.

Action Steps: A wellness committee will meet and design/implement a "steps" challenge and a "percent weight loss" challenge that will be fun, promote teamwork, and be designed to promote wellness.

School and Community Stakeholders: Students, Staff, Parents, Community

Resources Needed: Prize donations from community to incentives meeting goals/challenges

Measures of Success: Staff participation, number of steps taken, percent weight loss by staff

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Nutrition Guidelines

All District campuses participate in the U.S. Department of Agriculture's (USDA's) child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). As required by federal law, the District has established nutrition guidelines to ensure that all foods and beverages sold or marketed to students during the school day on each campus adhere to all federal regulations and guidance and are designed to promote student health and reduce childhood obesity.

Foods and Beverages Sold

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

Exceptions for Fundraisers

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

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Foods and Beverages Provided

The District will comply with state law, which allows a parent or grandparent to provide a food product of his or her choice to classmates of the person's child or grandchild on the occasion of the student's birthday or to children at a school-designated function. [See CO(LEGAL)]

Measuring Compliance with Nutrition Guidelines

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

Policy and Plan Evaluation

At least every three years, as required by law, the District will measure and make available to the public the results of an assessment of the implementation of the District's wellness policy. This "triennial assessment" will evaluate the extent to which each campus is compliant with the wellness policy, the progress made in attaining the goals of the wellness policy, and the extent to which the wellness policy and plan compare with any state- or federally designated model policies. The SHAC will consider evidence-based strategies when setting and evaluating goals and measurable outcomes.

Public Notification

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

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

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

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

Records Retention

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

Determined to Succeed

Exceeding the Pressures of Life

2022-2023 School Year

Program includes an age-appropriate version for 7th-8th grade and 9th-12th grade.

7th-12th Grade Outline for a One-Hour Program

Portions of the program will be omitted if less than one hour.

Introduction / Dreams and Goals

Setting goals will help you reach your dreams.

Your passion to succeed must exceed the pressures of life.

Teen Pregnancy and STDs

What is the only 100% guaranteed way you won't face a teen pregnancy? Waiting.

According to latest statistics from the CDC, there were about 13 million STD infections in young people ages 15-24 within a year.

STDs can be asymptomatic – no signs, no symptoms, but contagious.

Discussion of HIV/AIDS, Chlamydia, Herpes and HPV (human papilloma virus).

While they do help prevent pregnancy, condom use is about 87% effective with typical use, and the birth control pill is about 93% effective with typical use (according to the CDC).

It is important to seek STD testing from a doctor if either person has been involved in sexual activity.

As suggested by the CDC and directed by the Texas Education Code, sex is best shared in a long term, mutually monogamous relationship, or marriage.

It's never too late to make a different decision and wait from now on. Focus on the future rather than the past.

Pressures and Influences

Your passion to succeed must exceed the pressures of life.

5 pressures students may face.

- **Hormones / Biology**: Females can conceive 1-6 days per month, but (especially for teenage girls) there is no way to know when the egg is released. Males are able to fertilize an egg every day of the month. Hormones are more active throughout teen years. Both males and females are capable of controlling desires. Set boundaries in your relationships.
- **Love**: True love never pressures someone to do something that could hurt them. Breaking up from a sexual relationship can result in long lasting emotional hurts. Through an object lesson, students learn the difference between healthy vs. unhealthy relationships. Understand that love always protects.
- **Peer Pressure**: Students learn refusal skills and are given ideas on how to remove themselves from a situation.
- **Media**: Students learn how the media uses sex to sell products or influence decisions.
- **Drugs and Alcohol**: Students hear scenario illustrating how drugs and alcohol can impair your ability to make decisions leading to things you may not normally do.

Family Violence / Child Abuse / Sexual Abuse / Teen Dating Violence / Sex Trafficking *(Senate Bill 9)*

Sexual abuse is never the victim's fault. If you are or have been involved in sexual abuse, tell an adult/seek help.

Teen Dating Violence: Legal definition and "red flags" for unhealthy relationships are discussed.

Addiction and the Brain

Demonstration shows how pornography can lead to an imbalance of dopamine in the brain, can result in addiction, and the effect it can have on people.

Sexting

Students learn the short- and long- term risks of sexting. Juvenile sexting laws are discussed. Once you hit send there are no "take backs".

Conclusion / Survey

Our surveys as well as the CDC show that most teens are not having sex.

A voluntary, anonymous survey is offered to students. Compiled results and comments are sent to the school.

Determined to Succeed

Exceeding the Pressures of Life
2022-2023 School Year

6th Grade Outline for a One-Hour Program
Portions of the program will be omitted if less than one hour.

Introduction / Dreams and Goals
Setting goals will help you reach your dreams.
Word Game: Demonstrates that, depending on how it's used, sex can have positive or negative consequences.

Teen Pregnancy and STDs
What is the only 100% guaranteed way you won't face a teen pregnancy? Waiting.
According to latest statistics from the CDC, there were about 13 million new STD infections in young people ages 15-24 within a year.
STDs can be asymptomatic – no signs, no symptoms, but contagious.
Discussion of HIV/AIDS, Chlamydia, Herpes and HPV (human papilloma virus).
As suggested by the CDC, and directed by the Texas Education Code, sex is best shared in a long term, mutually monogamous relationship, or marriage.
Examples of famous people who have either waited or decided to start waiting until marriage.

Pressures and Influences
Your passion to succeed must exceed the pressures of life.
5 pressures students may face:

- **Hormones / Biology**: Females can conceive 1-6 days per month, but (especially for teenage girls) there is no way to know when the egg is released. Males are able to fertilize an egg every day of the month. Hormones are more active throughout teen years. Both males and females are capable of controlling desires. Set boundaries in your relationships.
- **Love**: True love never pressures someone to do something that could hurt them. Breaking up from a sexual relationship can result in long lasting emotional hurts. Through an object lesson, students learn the difference between healthy vs. unhealthy relationships. Understand that love always protects.
- **Peer Pressure**: Students learn refusal skills and are given ideas on how to remove themselves from a situation.
- **Media**: Students learn how the media uses sex to sell products or influence decisions.
- **Drugs and Alcohol**: Students hear scenario illustrating how drugs and alcohol can impair your ability to make decisions leading to things you may not normally do.

Family Violence / Child Abuse / Sexual Abuse / Teen Dating Violence / Sex Trafficking *(Senate Bill 9)*
Sexual abuse is never the victim's fault.
Who may be a sexual abuser? How to recognize sexual abuse.
If you are encountering, or have encountered a sexual abuser, (1) Tell them to stop; (2) Get away; (3) Tell an adult.
Teen Dating Violence: Legal definition and "red flags" for unhealthy relationships are discussed.

Sexting
Students learn the short- and long- term risks of sexting. Juvenile sexting laws are discussed. Once you hit "Send," there are no "take backs".

Addiction and the Brain
Demonstration of chemicals in the brain shows how pornography can lead to an imbalance of dopamine. Addiction is discussed, and the effect pornography can have on people.

Conclusion / Survey
Our surveys as well as the CDC show that most teens are not having sex.
A voluntary, anonymous survey is offered to students. Compiled results and comments are sent to the school.

Setting CATCH Apart

Top Evidence Base
120+ Peer-reviewed studies

Track Record of Success
Health Ed. for 30+ Years

Widely Adopted
Used by Over 50% of TX K-8 Schools

TEA Approved
Coordinated School Health Program

100% TEKS Alignments for CATCH Health Education Programs

CATCH Classroom · CATCH SEL Journeys · CATCH My Breath · CATCH Healthy Smiles · Sunbeatables

✓ = 100% coverage by '22-'23 school year

Health Strands	Elem	Middle
Physical Health & Hygiene	✓	✓
Healthy Eating and Physical Activity	✓	✓
Mental Health & Wellness	✓	✓
Alcohol, Tobacco, & Other Drugs	✓	✓
Injury & Violence Prevention and Safety	✓	✓

Not included: Reproductive Health

Health Education Program Offerings:

- CATCH Classroom Health Education Program
  (includes CATCH Classroom, CATCH Healthy Smiles, and Sunbeatables)
- CATCH SEL Journeys
- CATCH My Breath

Each of these programs may be used individually or in combination to address specific grade level focus areas. When combined with the CATCH Coordination Kit and the CATCH PE program, which is being offered in response to RFP #KH-206581, these programs constitute a full Coordinated School Health approach.

Quality Health Ed and Evidence-*Based*

Beyond "evidence informed," CATCH is **truly evidence-based**, and has been proven in peer-reviewed studies to:

- Increase daily physical activity;
- Reduce daily energy intake from fat;
- Drive healthy behavior changes that persist 3 years post-implementation; and
- CATCH My Breath is the ***only*** evidence-based youth vaping prevention program

Program Characteristics

Knowledge Building + Skill Building + Environmental Support = Healthy Decision-Making

CATCH's Proven Formula for Effective Health & Physical Education

- Focus on student empowerment and intrinsic decision making
- Consistent approach across programs (Knowledge + Skill + Environment)
- Common "language of CATCH" across programs
- SEL anchor activities and prompts
- Integration of physical activity and health lessons
- Family components & resources

Demos, videos, and more at **catch.org/texas**

CATCH Classroom

CATCH HealthySmiles

What's Included with the CATCH Classroom Health Education Program

Addresses Physical Health & Hygiene, Healthy Eating and Physical Activity, and (in '22-'23) Alcohol, Tobacco, and Other Drugs

- Grade-by-grade lessons, aligned to TEKS standards
- PowerPoint slides with Teacher scripts
- Student handouts and worksheets (PDF)
- Video lessons for blended learning or virtual/hybrid settings
- Parent and family materials available in English and Spanish
- Environmental supports including intercom announcements and signage

CATCH® MY BREATH

What's Included with CATCH My Breath

Addresses Alcohol, Tobacco, and Other Drugs

The same types of resources listed above in the CATCH Classroom Health Education Program, plus:

- STEM, humanities, and physical education supplements
- Self-paced student modules
- Virtual field trips
- Service learning projects

CATCH SEL JOURNEYS

What's Included with CATCH SEL Journeys

Addresses Mental Health and Wellness

- Dance- and movement-based lessons with high-quality, student-facing video instruction and teacher prompts for SEL
- Grade-by-grade lessons, aligned to TEKS and the CASEL framework for Social and Emotional Learning
- Scope and sequence, and sample lesson plans
- Inclusivity and special needs accommodations

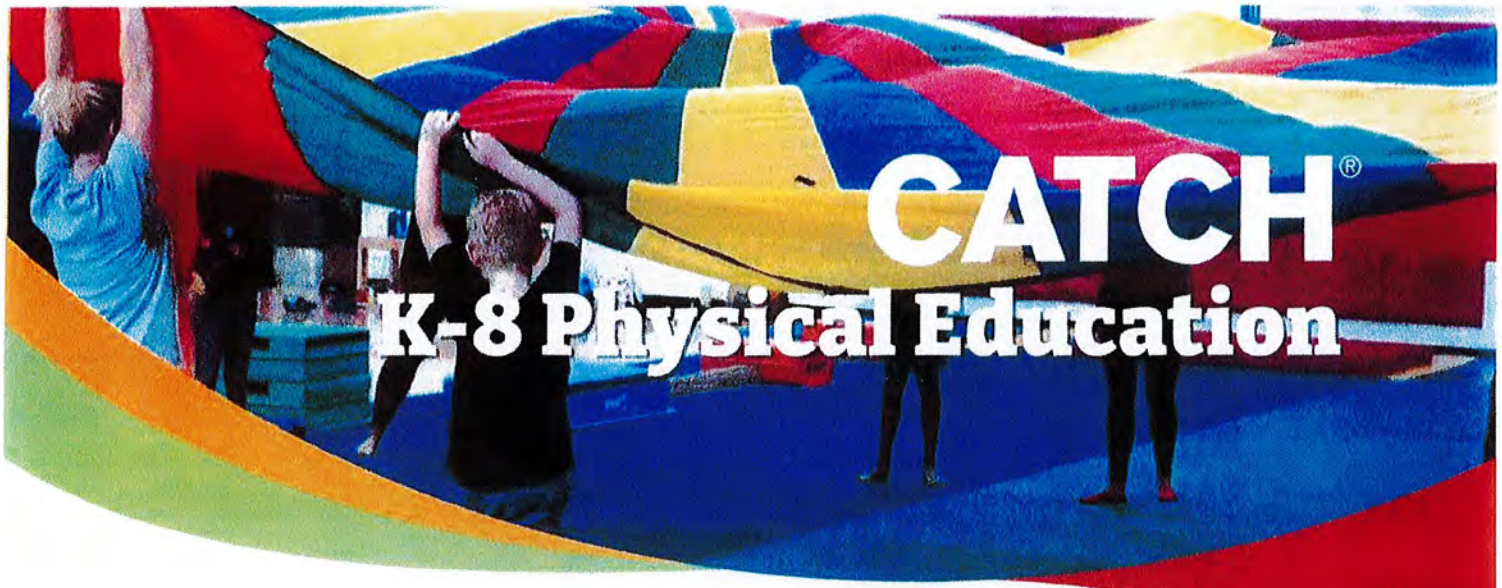
Access on CATCH.ORG

CATCH.org Tech Specs

- Access via any Internet-capable device (HTML5 website)
  - *Windows, Mac, Android, and iOS compatible*
  - *Chrome, Firefox, Safari, and Microsoft Edge browsers supported*
- Single Sign-On (SSO) or direct user login available
  - *Teachers access platform, not students*
- Easy to navigate content
- Teacher and Campus usage reporting
- User support from CATCH Team
- Secure (HTTPS) and FERPA, COPPA, HIPAA, and CIPA compliant

Contact Us
info@catch.org | 855.500.0050 x805

CATCH® GLOBAL FOUNDATION



CATCH®
K-8 Physical Education

Setting CATCH Apart

Top Evidence Base
120+ Peer-reviewed studies

Track Record of Success
Quality P.E. for 30+ Years

Widely Adopted
Used by Over 50% of TX K-8 Schools

TEA Approved
Coordinated School Health Program

100% TEKS Alignment for CATCH P.E.

✓ = 100% coverage

P.E. Strands	Elem	Middle
Movement Patterns & Movement Skills	✓	✓
Performance Strategies	✓	✓
Health, Physical Activity, & Fitness	✓	✓
Social & Emotional Health	✓	✓
Lifetime Wellness	✓	✓

Quality P.E. and Evidence-*Based*

CATCH is a Quality Physical Education program that is:
- Developmentally Appropriate, Inclusive, Varied, and Fun; and
- Emphasizes Physical Activity, Physical Fitness, and Motor-Skills Development.

Beyond "evidence informed," CATCH is **truly evidence-based**, and has been proven in peer-reviewed studies to:
- Increase physical activity time during P.E. class;
- Increase kids' overall amount of daily physical activity; and
- Maintain behavior changes 3 years post-implementation.

See CATCH's 120+ peer-reviewed publications at ***catch.org/proven-effectiveness***

Program Characteristics

CATCH's Proven Formula for Effective Health & Physical Education

- Focus on student empowerment and intrinsic decision making
- Consistent approach across programs (Knowledge + Skill + Environment)
- Common "language of CATCH" across programs
- SEL anchor activities and prompts
- Integration of physical activity and health lessons
- Family components & resources

Demos, videos, and more at **catch.org/texas**

Demonstration Videos *Visual Aids*

What's Included with CATCH P.E.

- Hundreds of activities, sorted by grade and topic, and organized into easy-to-use cards
  - *For each grade there are activity plans and lesson guides with Scope & Sequence, Standards Alignments, and Assessments.*
- As part of Universal Design, the program includes:
  - *Visual aids*
  - *Printable stop and go signs for class management.*
  - *Specific vocabulary that can be used to create a word wall or projected during a lesson*
  - ***Adaptations for physical distancing and Virtual/Hybrid settings***
- Robust activity demonstration video library
- SEL prompts and anchor activities within lessons
- CATCH Inclusion Guide with **adaptations for kids with physical and intellectual disabilities**

Access on CATCH.ORG

CATCH.org Tech Specs

- Access via any Internet-capable device (HTML5 website)
  - *Windows, Mac, Android, and iOS compatible*
  - *Chrome, Firefox, Safari, and Microsoft Edge browsers supported*
- Single Sign-On (SSO) or direct user login available
  - *Teachers access platform, not students*
- Easy to navigate content
- Teacher and Campus usage reporting
- User support from CATCH Team
- Secure (HTTPS) and FERPA, COPPA, HIPAA, and CIPA compliant

Contact Us
info@catch.org | 855.500.0050 x805

CATCH®
GLOBAL FOUNDATION

Rounding Up to a Healthy You

Step Challenge

Make a Choice

Take a step to better health

No Cost to Participate

Includes both INDIVIDUAL & TEAM challenges

Pick a Team

At least four members on each team

Pick Your Daily Goal

5 — 5,000

10 — 10,000

Submit Weekly Step Totals through Google Forms

Earn Tickets by your Weekly Average!

Averaging at least 5,000 steps per day during a week=1 ticket

Averaging at least 10,000 steps per day during a week=2 tickets

Enter a drawing for prizes!

Bonus Tickets!

Individual & Team Competitions!

You could **Earn Double Tickets** by participating in **BOTH** the individual & team competitions. Each team member can earn:

- 1 additional ticket per week when the team averages 5,000 steps per day

OR

- 2 additional tickets per week when the team averages 10,000 steps per day!

Rounding Up to a Healthy You

Percent Weight Loss Challenge

Make a Choice

$10 entry fee

Men's & Women's Separate Categories

The winner from each category receive the entry fees from every participant in their category.

Sign Up for the Challenge

Each week submit your weight through a secure Google Form that will calculate Percent Weight Loss automatically.

BONUS Opportunity to Earn EXTRA Tickets!

You will earn one ticket for each week you lose weight.

Enter a drawing for prizes!

Weekly Health Tips

Everyone will receive weekly healthy tips!

FIRST ANNUAL COMFORT ISD

RUN WALK ROLL AGAINST BULLYING

Wed. Mar. 1 | 5:00 PM | Altgelt Field

Scan to register today!

1 mile or 5K

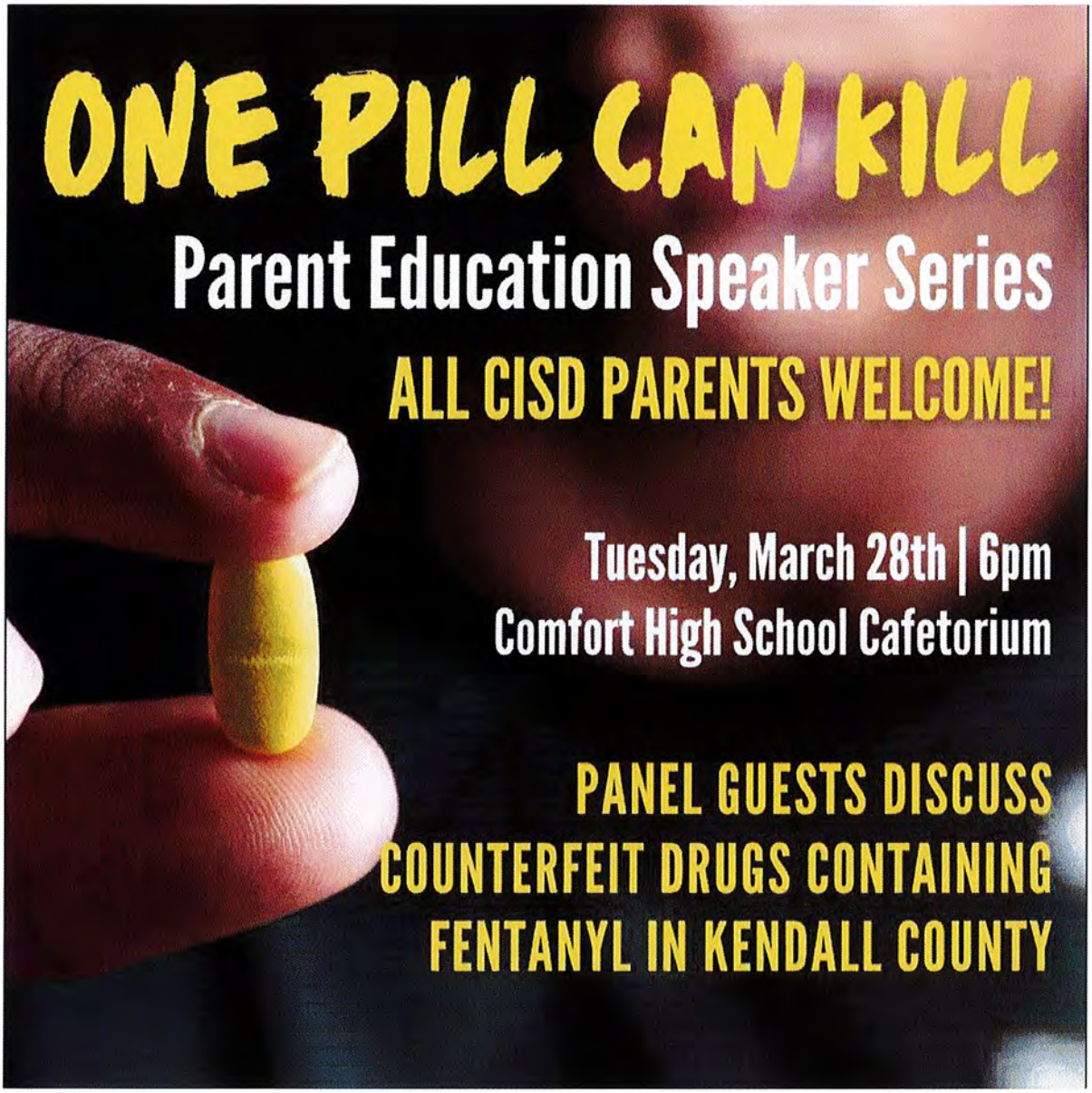
Start & Finish @ Altgelt Field.
Parking available at Comfort Park.

4:15 PM - Check-In Opens
5:00 PM - 1 mile & 5K Run, Walk, or Roll
5:15 PM - Hot dogs will be served!

*Elementary students must be accompanied by a parent.

WEAR ORANGE!

FREE & OPEN TO EVERYONE


ONE PILL CAN KILL
Parent Education Speaker Series
ALL CISD PARENTS WELCOME!
Tuesday, March 28th | 6pm
Comfort High School Cafetorium
PANEL GUESTS DISCUSS
COUNTERFEIT DRUGS CONTAINING
FENTANYL IN KENDALL COUNTY

POSITIVE PARENTING

Parent Education Speaker Series

ALL PARENTS WELCOME

The Challenges of Parenting in a Digital World

Judge Irene Sullivan,
Retired 6th Circuit Juvenile and Family Court Judge,
Law Professor, Internationally Recognized Expert On
Juvenile Justice, Family Law, and Author

Manuel Cardenas,
Assistant Criminal District Attorney, Kendall County
Former Assistant City Attorney, San Antonio

Monday April 24th/ 6PM

Comfort High School Cafetorium