

# Leander ISD School Health Advisory Council's School Board Report and Recommendations 2016

## **SCHOOL HEALTH ADVISORY COUNCIL OVERVIEW**

Texas Education Code 28.004 states that each school district will establish a school health advisory council (SHAC) and that it will meet on a regular basis. The duties of the SHAC are to provide advice on the district's coordinated school health program and its impact on student health and learning and to provide recommendations to specific changes to school's health education curriculum and instruction. SHAC is also required to submit to the board of trustees, annually, a written report. This current SHAC is composed of 48 members, in which 30 are parent or community members. The SHAC has met five times during the 2015-16 school year.

Throughout this year, the LISD SHAC has worked to support the district's coordinated school health program and district health services. The SHAC is committed to improving the opportunities for student health and school health programs which should influence a student's academic achievement. Our mission was to improve the environment which supports health and wellness in order for students to be well prepared for learning and attending school. This focus was particularly in the areas of human sexuality, physical activity, nutrition and social-emotional and environmental wellness. In the second semester, a great deal of work was done on the Leander ISD Wellness Policy and Plan which will have to be approved in 2016.

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# HUMAN SEXUALITY

## Background:

### History:

- LISD Student Health Advisory Council (SHAC) began the process to re-authorize Austin Life Guard (ALG) curriculum (2014)
- Concerns were brought forth on several areas in the ALG curriculum and presentations
- Board asked for the SHAC to include addressing concerns while re-evaluating the ALG curriculum
- Changes were completed reviewed by SHAC and recommendations to re-authorization of ALG
- District administration recommended creating a subcommittee to compare and contrast available abstinence based curriculum

### Improvements for SY2015-16

- Parent review process
- Stratified content by grade level

### Recommendation for 2016

- Austin Lifeguard remain as the district's provider for human sexuality curriculum based on the following:
  - Delivery Method
  - Amount of time to deliver instruction
  - Ease of modification with a local company
  - Parent access
  - Cost
- Improvements recommended
  - Expanding content to include resources
  - Faster parent access
  - Identify a contact person at each campus and provide training
  - Parent tab on the website for easy location
  - Consider parent workshops more central and with feeder patterns
  - Include on calendar

## Teacher Surveys: Spring 2016 7<sup>th</sup> and HS

- Presenters must be consistent in their attendance so they can build rapport with students.
- Adjust the amount of curriculum covered to match the time available to present
- Evaluations of the Austin Lifeguard presenters by the teachers
- Enhance the curriculum to be more interactive
- Create a system for communication from the presenter to teacher to assist with classroom management and student questions
- Ensure that the parent portal requests are responded to with information in a timely manner
- Student evaluations and feedback data compiled and sent back to the district
- Make sure to thank lifeguard for being responsive to our district's requests.
- Provide responses to SHAC's specific request

### **SHAC Recommendations:**

Austin Lifeguard remain as the district's provider for human sexuality.

## PHYSICAL ACTIVITY

### Background:

The TEC also requires a SHAC to “consider and make policy recommendations to the district concerning the importance of daily recess for elementary school students” (TEC: Sec. 28.004, I). As a result of this requirement, recess continued to be an elementary focus area for the subcommittee.

Based on the recommendations of the 2015 report, the district created a task force that was charged with creating recess guidelines for the elementary schools. The task force met five times and produced the following guidelines. These were brought to the principals and back to SHAC for input. The principal’s input was incorporated and SHAC’s Physical Activity Committee stated the following:

“We support the proposed policy and are strongly opposed to withholding recess for punishment or completion of work. Recess is not a privilege – it’s a right – and that’s important to LISD families. We also feel strongly that many playgrounds are insufficiently supervised and we strongly support active monitoring. This looks like utilization of manpower located in strategic areas at full attention without distractions such as smart phones or social congregations.”

## LISD QUALITY RECESS GUIDELINES

Recess has been recognized by the American Academy Pediatrics and the Centers for Disease Control as having benefits that can improve a student’s physical, social, and emotional well-being and enhance their learning. For this reason, recess should be viewed as part of best practices in producing a quality educational experience for students in school. Here in Leander ISD, we believe that providing recess is part of the educational best practices in which students should participate.

### Why create a quality recess program?

The purpose for creating a quality recess for students in Leander ISD is to produce opportunities to:

- Provide unstructured social interaction
- Produce movement
- Create a mental break
- Promote physical activity and fitness
- Allow students to refocus
- Help with removing excess energy
- Provide a change in environment
- Allow for creative and imaginary play

## What are the elements of a quality recess program?

The key elements of a quality recess program should include:

- Safety
- Planned and scheduled
- Games, activities and play
- Social interaction and inclusive
- Freedom, choice, and creativity

Establishing a quality recess program can enhance the development of the whole child. For this purpose, it is necessary for Leander ISD to provide guidance to schools in order to maintain an equitable and consistent recess program throughout the district.

## Guidelines

### 1. Universal Participation in Recess

- a. Recess is part of a student's day as is math, language arts, science and social studies therefore, by withholding it from students, it may affect a student's development. (AAP 2013, CDC 2014)
- b. Alternative discipline measures should be used other than withholding recess for students who make poor choices, including incomplete assignments and other academic related items.
- c. Recess should:
  - i. Be inclusive of all students and their needs
  - ii. Provide variety of activities available and the freedom to choose
  - iii. Provide encouragement for students to engage

### 2. Organizing and Planning Recess

- a. Campus teams or existing committees should assume the duties of planning and organizing recess.
- b. Recess planning team should consider input and buy-in from all stakeholders (administration, staff, parent and community members and students).

### 3. Duration and Time

- a. Each school shall provide 30 minutes of daily recess in which 7 minutes can be used as a structured activity to meet the state mandate of daily physical activity. (i.e. 7 minute walk)
- b. As weather permits, most recesses should be conducted outside.

**4. Student Expectations/Safety/Rules**

- a. All recesses shall be conducted using the Leander ISD Risk Management guidelines for student safety.
- b. The recess planning team shall address the student expectations, safety and rules for the playground.
- c. Rules and expectations should be taught to the students at the beginning of the year, repeated during the year, and during natural breaks.
- d. Safety expectations should be practiced with students and reviewed periodically.
- e. Students should be recognized and reinforced in positive ways on the playground.
- f. Students should reflect the school-wide character and behavior initiatives of the school and district.

**5. Training of Teachers**

- a. Training shall be organized by the recess planning team and given to teachers at the beginning of the year and during natural breaks.
- b. Supervision and duties shall be conducted using the Leander ISD Risk Management guidelines for supervision.
- c. General expectations
  - i. Each person on duty shall:
    - 1. Display active monitoring
    - 2. Conduct positive interactions with students
    - 3. Practice conflict resolution techniques
    - 4. Be clear in communication with all
    - 5. Know the correct usage of the built environment and equipment
- d. Roles
  - i. Duty teachers shall fulfill assigned roles as defined by the recess team
- e. Responsibilities
  - i. Playground and recess supervision
  - ii. Safety and injury prevention
  - iii. Monitor student engagement
  - iv. Developmentally appropriate play

## **6. Space and Playground Mapping**

- a.** The recess planning team shall address the built environment and play space for organization and supervision.
- b.** To be considered when designing the space:
  - i.** Supervision – teachers should be spread throughout the play area and monitoring all the apparatuses
  - ii.** Variety – this will relieve pressure on the built environment
  - iii.** Sharing of equipment – processes for taking turns
  - iv.** Establishing zones – mapping out the playfield for large group games
  - v.** Black top Recess – considerations for when fields are not available

## **7. Game Equipment**

- a.** The recess planning team shall have a plan for providing or making available game equipment.
- b.** To be considered for game equipment:
  - i.** Consistently available
  - ii.** Well maintained
  - iii.** Trained in appropriate usage
  - iv.** Provisions for bringing in outside equipment
  - v.** Funding for equipment resides on each campus

## **8. Group Games**

- a.** Although group games are generally student initiated, the recess planning team will want to consider the following benefits, when organizing recess:
  - i.** Supports high participation
  - ii.** Has a social aspect that addresses the following:
    - 1.** Teamwork
    - 2.** Cooperation
    - 3.** Inclusion
    - 4.** Sportsmanship
    - 5.** Fun
  - iii.** Creates an alternative to the built environment

### **SHAC Recommendations:**

To adopt the recess guidelines for the Fall of 2016

## NUTRITION

### Background:

Since the Healthy, Hunger-Free Act (HHFA) of 2010 was finalized in 2014 and the Texas Department of Agriculture repealed the Texas Public School Nutrition Policy (TPSNP), school districts were given the opportunity to develop their own Local Wellness Policy in the area of school nutrition. The LISD SHAC has been studying this process for years and were ready to create a set of guidelines that would establish a healthy eating environment for students in our schools. This set of guidelines mostly focused on the area of competitive foods. In this process SHAC was given several opportunities to give feedback and now the process should go to principals. The goal is to have these guidelines finalized and ready for distribution in the Fall of 2016.

SHAC's input was reflected in the following statements:

- SHAC Supports and recommends that the district continues to follow the past Texas School Nutritional Policy to be the standards for Nutritional Guidelines in LISD.
- The Nutritional Guidelines are to be enforced at all levels with intentionality to adherence.
- In order to create a healthy learning environment:
  - Food of minimum nutritional value (such as candy, etc.) should not be provided or given away except in incidences outlined in the guidelines
  - Food accessibility at all grade levels should be well defined
  - The school day, time and place and location of accessibility should be clearly communicated to all persons or organizations who are selling or providing food for students
  - Enforcement of the nutritional guidelines will be necessary to ensure that they are followed
  - LISD administrative staff should support and implement these guidelines

# Leander ISD Nutritional Guidelines

NUTRITIONAL GUIDELINE CATEGORIES	GENERAL GUIDELINES
<p><b>Competitive Foods</b></p>	<p><b>WHAT CAN BE SOLD?</b>            ALL foods sold at ALL grade levels during the school day must meet the USDA/TDA nutrition requirements.</p> <p><b>WHO CAN SELL COMPETITIVE FOODS?</b>            A district may adopt, as part of its wellness policy, requirements about who, when, and where foods are sold during the school day.</p>
<p><b>School Day</b></p>	<p>A school day is defined as starting at midnight and continuing until 30 minutes after students are dismissed.</p>
<p><b>Time and Place Restrictions</b></p>	<p><b><u>ELEMENTARY SCHOOL</u></b>            Food service department ONLY</p> <p><b><u>MIDDLE SCHOOL</u></b>            The food service department may sell competitive foods from 30 minutes before the meal service period through 30 minutes after the meal service period on the school campus. ONLY outside of this designated time period, can individuals and groups sell competitive foods on the school campus.</p> <p><b><u>HIGH SCHOOL</u></b>            The food service department may sell competitive foods during the meal service period where reimbursable meals are sold or consumed on the school campus. ONLY outside of this designated time period and designated location, can individuals and groups sell competitive foods on the school campus.</p> <p><b>General Guidelines</b></p> <ul style="list-style-type: none"> <li>• Time and place also effects when foods can be provided unless outlined in other parts of the local district guidelines.</li> <li>• School day restrictions do apply to food sold or provided.</li> </ul>

<p><b>Exemption Days</b></p>	<p><b>TDA Policy</b>  TDA policy allows district to sell food and beverages that do not meet nutritional standards as part of a fundraiser, during the school day, for up to six days per school year on each school campus, provided that no specially exempted fundraiser foods or beverages may be sold in competition with school meals in the food service area during the meal service.</p> <p><b>LISD Guidelines</b></p> <ul style="list-style-type: none"> <li>• Exemption days are allowable days that foods NOT Smart Snack compliant can be sold or provided during the school day.</li> <li>• The number of exemptions shall be 6 days allowed for high schools to accommodate for tournaments during the school day and 3 days for middle and elementary schools</li> </ul>
<p><b>Fundraisers</b></p>	<p><b>Fundraisers</b>  Schools may use foods and beverages that meet the competitive foods standards to raise funds for school sponsored events, clubs, and activities. These standards do not apply to items sold off-campus or during non-school hours. Schools may adopt stricter standards through their Local School Wellness Policy. Fundraisers for food and beverage items that do not meet Smart Snacks may not occur at any time during the school day. Parent organizations and extracurricular groups that wish to sell foods or beverages for fundraising purposes should be apprised of these standards.</p> <p><b>General Guidelines</b></p> <ul style="list-style-type: none"> <li>• There will be no external vendors during school day</li> <li>• Vending machines must meet time and place and school day requirements</li> <li>• Concession stands operated during the school day must follow Smart Snack requirements and time and place unless using an exemption day.</li> <li>• School stores must follow Smart Snack and</li> </ul>

	<p>time and place requirements</p> <ul style="list-style-type: none"> <li>• Healthy options ideas for concession stands and alternates to food fundraisers will be provided by the district.</li> </ul>
<b>Take-out or Delivery Foods</b>	<p>Students are not allowed to have food delivered to school from commercial establishments.</p> <p>Parents may provide food for their own child's consumption, but they may not provide any food items for other children anywhere on school premises throughout the school day.</p> <p>No class parties except on exemption days.</p>
<b>Foods of Minimal Nutritional Value (FMNV)</b>	<p>Foods restricted by the Smart Snack policy should not be provided or given away in school (except for exemption days). Examples: sodas, candy, popsicles, snow cones, cotton candy, etc.</p>
<b>Lauren's Law</b>	<p><b>State Law</b></p> <p>The District may not adopt any rule, policy, or program under Education Code 28.002 that would prohibit a parent or grandparent of a student from providing any food product of the parent's or grandparent's choice to:</p> <ol style="list-style-type: none"> <li>1. Children in the classroom of the child on the occasion of the child's birthday; or</li> <li>2. Children at a school-designated function.</li> </ol> <p><b>General Guidelines</b></p> <ul style="list-style-type: none"> <li>• Campus has discretion on creating additional guidelines on celebration of birthdays.</li> <li>• It is suggested birthday celebrations to occur after the last lunch period or last 30 minutes of the school day.</li> <li>• Campus guidelines should be publicized and communicated to parents.</li> <li>• Alternatives to food celebrations for birthdays are recommended.</li> </ul>

<p><b>Elementary Schools</b></p>	<p><b>Birthday Parties</b>  Foods otherwise restricted by the Smart Snack requirements are permitted in classroom birthday parties. It is recommended that such parties be scheduled after the end of the lunch period so that these celebrations will not replace a nutritious lunch.</p> <p><b>Exemptions</b>  For elementary students to have access to food in the classroom during the school day, it must be one of the three approved annual events per school year determined by school officials, or as a reimbursable meal provided by the school food service department.</p> <p><b>Food Fundraising</b>  No food fundraising would be allowed on an elementary campus during the school day, because no competitive foods or FMNVs are allowed on an elementary campus.</p> <p><b>School Parties</b>  There will be two official school parties per year for each class to be determined by the individual campus.</p> <p><b>Classroom Snacks</b>  Elementary classrooms may serve one nutritious snack per day in the morning or afternoon (not during regular meal periods for that class) under the teacher’s guidance. The classroom snack may be provided by the school food service, the teacher, parents or other groups and should be at no cost to students.</p> <p><b>Snacks on Testing Days</b>  Schools and parents may provide one additional nutritious snack per day for students taking the TAKS tests.</p> <p><b>Other</b>  Certain exemptions are allowed for school nurses, students with special needs and up to three</p>
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	school wide events preapproved by campus officials. (NOTE: Time and place do apply here.)
<b>Field Trips</b>	The nutrition policy does not apply to students who leave campus for campus-approved field trips or to travel to athletic, UIL, band or other competitions. The school day is considered to have ended for these students. School activities, athletic functions, etc. that occur after the normal school day are not covered by the policy.

**SHAC Recommendations:**

To adopt the nutritional guidelines for the Fall of 2016

## **SOCIAL-EMOTIONAL WELLNESS**

### **Background:**

The social emotional learning (SEL) sub-committee's focus has revolved around the idea that in order to build protective factors and reduce risk factors for our students, a systems approach to meeting the social-emotional needs of the whole child would be beneficial.

The SEL sub-committee started the year exploring the recommendations from last year's SEL sub-committee work which included to create a district committee to develop a focused, comprehensive approach to social-emotional wellness and to ensure continuity and consistency with a guaranteed and viable curriculum/approach to social-emotional wellness across the district. Programs and curriculum were begun to be investigated and then the Leander ISD reorganization occurred with the development of an Elementary Facilitator and SEL Coordinator. The sub-committee decided to wait until that position was filled to support that person's work.

Throughout this year, there were thoughts and requests by various departments and personnel to expand the voluntary, random drug testing program. Therefore, our subcommittee reviewed other area district's drug testing programs and looked at the similarities and differences in their programs.

Drug testing has been a district focus since we began testing in 1998 when the LHS drug-free club wanted to show they did not do drugs and requested LISD start a program. Over the years, LISD has seen an increase in the number of students that have been placed at LEO for committing a drug or alcohol related offense. In response, the assistant principals created a sub-committee to address this increase of students being placed at LEO and they came up with a plan of offering students a way to decrease their number of days at LEO from 45 to 30. Their possible plan included the students becoming involved in several aspects of CAPP (Chemical Abuse Prevention Program) with one part being a part of the voluntary, random drug testing program. The athletics department also discussed, last year, wanting drug testing to be more mandatory for our athletes to keep them not only safe, but healthy as well.

This year LISD used a new testing apparatus and showed an increase in positive test over the previous years. Over the past 13 years, there have been rising costs in the testing instruments which has decreased the number of students tested due to the budget for testing remaining approximately the same. There has also been a significant increase in student enrollment over the same period of time.

### **Recommendations:**

1. Create a Drug Testing Expansion Committee to include students, parents, community members, and LISD staff to explore possible ways to expand the program from its present voluntary, random and family/student request aspects.
2. Survey athletics and other UIL Extracurricular programs personnel to ascertain their thoughts on expanding the program.
3. Bring those recommendation to the LISD School Board during the 2016-17 school year.

## ENVIRONMENT WELLNESS

### Background:

The Environmental Wellness Subcommittee came from a recommendation of SHAC 2014. The subcommittee looks at environmental issues relating to products, behaviors, and illnesses that may affect our students. This year, the subcommittee focused mainly on gathering data and looking at possible interventions to improve student health issues, specifically relating to asthma. In addition to asthma, school gardens, composting and mulching on district campuses was discussed. Recognizing the relationship between student health and attendance, as well as academic success, has been a key guiding principle for the group.

During the initial data collection phase of our process, it was discovered that approximately 3330 students for the 2015-2016 school year, were known to have a diagnosis of asthma. This is 8.9% of our total student population. According to the Summary Health Statistics National Health Interview Survey conducted in 2014, 13.5% of parents of children under the age of 18 responded yes when asked, “Has a doctor or other health professional ever told you that [child’s name] had asthma?” When asked, “Does [child’s name] still have asthma?” 8.6% of the parents of children under 18 responded yes.<sup>1</sup> In terms of medications for Leander ISD students, the parents provided the district school clinics with 620 inhalers and/or nebulizer medications. This represents medications for only 1.66% of the student population. When gathering data for the 2015-2016 school year, the subcommittee also reviewed the frequency of Emergency Medical Service (EMS) calls relating to respiratory issues. It was noted that EMS had been called a total of 5 times due to respiratory complaints. Of the 5 EMS calls, 3 were for student concerns and those students did not have emergency medication for the clinic staff to administer.

Another area of consideration for this subcommittee, looked at addressing staff issues relating to asthma. Leander ISD does not require staff members to divulge private health information. It is encouraged, though, if a staff member does have a medical condition that may require assistance while at work, to please contact the campus clinic.

When looking at areas of data collection, we can use our current system of ITCCS for respiratory complaints. The understanding of coding respiratory illness the same at each of the different campuses

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<sup>1</sup> Summary Health Statistics: National Health Interview Survey, 2014 Table C-1a, page 1  
[http://ftp.cdc.gov/pub/Health\\_Statistics/NCHS/NHIS/SHS/2014\\_SHS\\_Table\\_C-1.pdf](http://ftp.cdc.gov/pub/Health_Statistics/NCHS/NHIS/SHS/2014_SHS_Table_C-1.pdf)

will need to be addressed. With the upcoming change in SIS management, the reporting and collecting of asthma data also will need to be addressed.

As the environmental committee addressed reducing asthma triggers, it was discovered that Leander ISD follows the Texas Voluntary Indoor Air Quality Guidelines established by the Texas Department of State Health Services. In addition to these guidelines, the recommendations by the Environmental Protection Agency (EPA) and Consumer Product Safety Commission are followed. To help manage the infection agent in relation to asthma, LISD offers flu clinics to staff members. During the 2015-2016 school year, LISD in collaboration with E3 alliance and Healthy Schools, was able to provide free flu clinics to students at 4 elementary campuses. This initiative will be implemented to all 25 elementary and 8 middle schools for the 2016-2017 school year. With the increase in free flu clinics offered to our student population, the impact on student health relating to flu and secondarily to asthma should be great. LISD custodial staff work diligently to clean the campus and classrooms to prevent the further spread of germs throughout the school year and during episodes of increased illness. When looking at possible allergies, such as animal dander, and their relation to asthma, it is noted that Leander ISD has guidelines allowing certain animals in the classroom as long as they relate to the Texas Essential Knowledge and Skills (TEKS) and parental consent is obtained.

**Recommendation:**

The SHAC environmental group proposes that the district explore the following as steps in developing an Asthma Awareness Education Program: Examine the parent questionnaires regarding asthma diagnosis for clarification as to if the child has ever been diagnosed with asthma or if the child still has asthma.

2. Examine the possible reasons for the low percentage of rescue medications in Leander ISD school clinics.
3. Explore the relationship between medications in the clinic and number of EMS calls.
4. Develop community resources for parents of students with asthma, including financial assistance for medication and educational information.
5. Provide additional resources for school staff members relating to the signs and symptoms of students with asthma.
6. Provide education to clinic staff to make sure data entry relating to asthma or respiratory issues is placed into the SIS systematically throughout the district.
7. Examine the impact of free student flu clinics have on the absentee rate, and note if a correlation exists between flu vaccinations received and episodes of asthmatic interventions needed.
8. Consider a committee for addressing indoor air quality issues.
9. Explore the possible impact an asthma educator for the district could have.
10. Develop a committee to look at guidelines for school gardens, mulching and composting.