

SCHOOL HEALTH ADVISORY COUNCIL

A GUIDE FOR TEXAS SCHOOL DISTRICTS

This guide is intended for school district personnel

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Resources

Action for Healthy Kids

actionforhealthykids.org

Alliance for Healthier Generation

schools.healthiergeneration.org

American Academy of Pediatrics Council on School Health

services.aap.org/en/community/aap-councils/council-on-school-health

American School Health Association

ashaweb.org

CDC School Health Index

cdc.gov/healthyyouth/shi/index.htm

CDC School Health

cdc.gov/healthyyouth/schoolhealth

Let's Move Initiative

letsmove.obamawhitehouse.archives.gov/create-school-health-advisory-council

National Parent Teacher Association

www.pta.org

SHAPE (Society of Health and Physical Educators) America

shapeamerica.org

Texas Action for Healthy Kids

actionforhealthykids.org/texas-news-and-resources/

Texas Department of Agriculture: Square Meals

squaremeals.org

Texas Education Agency: Health

tea.texas.gov/academics/subject-areas/health-and-physical-education/health-education

Texas Education Agency: Physical Education

tea.texas.gov/academics/subject-areas/health-and-physical-education/physical-education

Texas School Health Advisory Committee

dshs.texas.gov/schoolhealth/shadvise/

Texas School Health Program

dshs.texas.gov/schoolhealth/

Texas Parent Teacher Association

txpta.org

Texas Youth Risk Behavior Surveillance System (YRBS)

dshs.texas.gov/chs/yrbs/

Youth Risk Behavior Surveillance System (YRBSS)

cdc.gov/healthyyouth/yrbs/index.htm

About this Guide

School Health Advisory Council: A Guide for Texas School Districts is a guide for school district personnel and community members understand the basics of local school health advisory councils (SHACs) and their importance in creating a healthy school environment.

Acknowledgement

The Texas Department of State Health Services (DSHS) expresses its gratitude to the American Cancer Society for allowing DSHS to adapt their original guide for Texas.

Texas Department of State Health Services, 2021, January 14

School Health Advisory Council: A Guide for Texas School Districts.

Retrieved from dshs.texas.gov/schoolhealth/sdhac.shtm



Background

Senate Bill 174th Legislature, Regular Session, 1995, amended Chapter 28 of the Texas Education Code (TEC) by adding §28.004. This section requires the establishment of a local health education advisory council.

Since 2001, the Texas legislature has passed bills to amend this chapter of the TEC. Under TEC 2004, local school health education councils are now known as local SHACs and their duties have expanded to include recommending policies, procedures, strategies, and curriculum appropriate for

Roles of School Health Advisory Councils

A SHAC has many roles. At minimum, Texas SHACs must do the job that is outlined in the TEC, Title 1, Chapter 28, CERS.004. The most effective SHACs create recommendations that speak to the Whole School, Whole Community, Whole Child (WSCC) approach to health and learning. SHACs may be given the following roles:

Program Planning

SHACs work together with schools to carefully plan school health programming and the impact on student health. Sharing teaching methods, working through obstacles and helping with assessment activities may be a part of a SHAC's work. Talking over health issues, selecting programs and having training for members are also ways to use a SHAC's time. The most effective SHACs create recommendations that speak to the Whole School, Whole Community, Whole Child approach to health and learning.

Promotion

SHACs assist in promoting school health. School health promotion allows the school district and community to see what the SHAC has to offer. Shining a spotlight on the work of a SHAC is one way to promote school health. This work also includes promoting school health coordination within the school district and in the community. The benefits can range from receiving more resources to building better understanding between the school and community.

Fiscal Impact

One of the main roles of any SHAC is to make school health recommendations to the school board. The SHAC should work with school personnel to figure out if a school health recommendation will bring any cost to the school district. Helping the school district raise money for suggested programs and preparing grant requests are some of the ways a SHAC can offset costs.

Collaboration with District and State Agencies

SHACs work with school district and state agency personnel in many ways. Sometimes they work together to recommend health programs, locate health services, create food service programs, share federal and state funds, and make policy

Liaise with District School Board

Texas SHACs must give a written report to their school board every year (TEC, Title 2, Chapter 28, §28.004). This report is a way to create a better understanding of SHAC's value and bring SHAC activities recognition from the school board.

Another SHAC link to the school board is through recommendations. It is important that SHACs look over and recommend policies, procedures, strategies and curriculum options with care. Recommendations to the school board are based on (1) an understanding of the community's values, (2) evidence of effectiveness, (3) consideration of the fiscal impact to the district and (4) the school community's needs.

Evaluation, Accountability and Quality Control

SHACs may take part in many evaluation, accountability and quality control projects.

- ™ Evaluation Projects If the district wants to teach new health education lessons, the SHAC can bring together groups of parents, teachers, students and principals for input.
- ™ Accountability Projects If the district has decided to increase healthy eating and physical activity during the school day, the SHAC can review the wellness policy and suggest opportunities to promote healthy eating and physical activity.
- ™ Quality Control Projects If the district has an influx of funding dedicated to school health, the SHAC can review the budget and make recommendations to help make sure the money is wisely spent.



Starting or Reviving a School Health Advisory Council

There are a few important action steps to take when starting or reviving a SHAC.

Read and review The district may have policies and procedures for advisory councils or groups similar to the SHAC. In addition to reviewing district policies and procedures, reading and understanding current Texas laws about SHACs is important.

Get together Community, school and parent involvement is important for a successful SHAC. It is best to find people the community finds trustworthy.

Build awareness and support Write a 4 Tc 0 TTT2 (It)-2.3 ((e)-1.7 11.684 0 Td ndi)-5.8 (ng)

Professional Ability

SHAC members should have commitment for quality school health programs. They should be able to work within the group to offer suggestions, give insight and conduct themselves appropriately within the bylaws and the procedures put out by the SHAC.

Commitment of Time

Being a SHAC member requires commitment of time. Always talk about the amount of time needed with the person you are trying to recruit to make sure he or she has the time for the SHAC. Occasionally, this rule can be adjusted because the person may add to the SHAC's credibility or have specific expertise that will help the SHAC.

Diverse Representation

A diverse, multisector SHAC membership can enrich the level of discussion, which can bring forth better decisionmaking (Goldman & Peters, 2010) and acceptance of the proposed activities. Age, sex, race, ethnicity, income, geography, culture, career type, or religion define parts of the community. Also, think about searching for members in

Credibility of Individual Members

Choosing members with a wide range of characteristics is recommended to enhance the SHAC's credibility. Some characteristics to consider include honesty, trustworthiness, dependability, commitment and ethical behavior.

Sources of SHAC Members (as stated in TEC, Title I, Chapter 28, §28.004)

- x Parents of students in the district who are not employed by the district (majority of the members required by law)
- x District Students
- x Public School Teachers
- x Public School Administrators
- x Health Care Professionals
- x Business Community Members
- x Law Enforcement Personnel
- x Senior Citizens
- x Clergy Members
- x Nonprofit Health Organizations
- x Local Domestic Violence Programs

Other Sources of SHAC Members

- x Media (e.g., local newspapers, local radio/TV stations and local print media)
 - x Social Service Agencies
 - x Public Health Agencies
 - x Hospitals and Clinics
 - x Civic and Service Organizations
 - x Colleges and Universities
 - x Youth Groups
 - x Professional Societies
 - x Housing Authorities
 - x Before and After School Organizations
 - x Other Faith Community Leaders
-

School Health Advisory Council Members

In Texas, the school board of a district is required to appoint at least five members of the SHAC (EC, Title 2, Chapter 28, §28.004). The law also requires that a parent member serve as the chair or co-chair of the SHAC. Primarily, there are three methods for selecting SHAC members: appointment, election, or volunteer. SHACs may use only one method or mix and match the methods.

Appointment

Most Texas SHACs consist of individuals appointed by school board members to represent them in making recommendations on school health programs.

Election

Voters, school board members, or school administrators elect members to some SHACs. Election membership selection is not common in Texas.

Volunteers

Some SHACs consist of people who volunteer to serve on the SHAC.

Most Texas SHACs use the appointment method along with one of the other methods. The most successful SHACs take time to plan and implement a recruitment process. These SHACs use a small group to find and select people that (1) have the desired qualities of membership, (2) come from various parts of the community and (3) reflect the diversity of the community.

The following are common considerations:

- x Set membership categories and the overall SHAC size early in the process and write them in the bylaws. SHACs typically have ten to twenty members.
- x Assign a diverse group of three to five individuals to find and pick potential members for each membership category.
- x Assign new members staggered term lengths of 1, 2, or 3 years to maintain a balance of new and tenured members. This ensures the SHAC will have stability and consistency in its operations.
- x Explain the SHAC purpose, setup, membership rules and time commitment to likely members before asking them to join.

The superintendent and/or school board should send selection letters to new members. It should also include the SHAC's name, the membership period, the name

Committees

Many SHACs appoint committees to carry out specific actions. In the bylaws, be sure to give the names of all permanent committees and short descriptions of their purpose and membership requirements. Also, describe the process for forming special committees.

Parliamentary Authority

Parliamentary authority contains the rules for running SHAC meetings, conducting business, and resolving operating issues. Adopting parliamentary authority (e.g., Ranking of Rules of Order) into bylaws is the simplest and easiest way to give binding rules of order to a SHAC.

Be sure the statement of adoption defines any rules that override the parliamentary authority. "Ranking Rules of Order" is the official name. For example, if RONR is the parliamentary authority; its binding only to the extent that it is not in conflict with the

An example of a mission statement as described above is:

“The mission of the Liverpool ISD SHAC is to build a healthy school community through a WSCC approach that ensures all children will graduate with the knowledge and skills to maintain a healthy lifestyle.”

Objectives (How much of what will be accomplished by when)

Objectives provide a practical way for SHACs to describe carrying out their mission. The

Action Plans (The specifics)

The action plan provides specifics to how a SHAC will use its strategies to accomplish its objectives. In other words, it provides the details to the SHAC's work. Action plans state what will be done by whom, by when, at what cost and who should know the outcome. The following are criteria that good action plans possess:

Evidence of commitment from the school administration and school board. Is there buy-in and participation of leadership in the action plan?

Comprehensive in identifying all the action steps or changes sought by the SHAC.

Concrete when it comes to identifying who will do what and by when.

Reflective of current work, considering newly emerging opportunities and barriers.

View an example of a work plan at:

This is also the time to consider inviting people who are not a part of the SHAC to the meeting. It is important to be purposeful with meeting invitations. Consider individuals who:

- x Have knowledge that can contribute to completing the SHAC meeting objectives
- x Have the responsibility for implementing the decisions made at the SHAC meeting or
- x Represent a group affected by the decisions made at the SHAC meeting.

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Environment and Atmosphere

Hold the SHAC meeting in a comfortable room with seating that allows members to easily see and hear each other. Semicircular or U-shaped seating arrangements work well to encourage collaboration (Fulton & Stulz, 2009). The SHAC chair and/or co-chair should always warmly greet members as they arrive and introduce them to one another. They should take time to involve all members in discussions and acknowledge them for their contributions. It is also important that the SHAC chair and/or co-chair periodically summarize the discussion for the group to ensure everyone is on the same page.

Follow-up

Before moving onto a new topic in a meeting,

Tools

The following is a set of sample tools designed to carry out necessary actions. The Texas Department of State Health Services encourages local SHACs to adapt these tools as needed.

- 1.
-

Texas Legislation: School Health Advisory Council

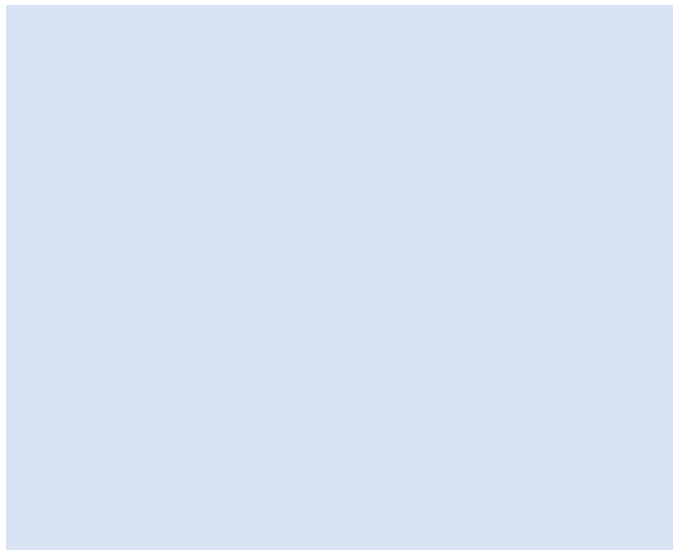
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Senate Bill 42

Year and Session

Bill Number and Description

Year and Session	Bill Number and Description



Year and Session	Bill Number and Description
2019, 86th Legislative Session	Senate Bill 435 Amended §28.004 of the TEC to expand the duties of each school district's local

Creating SMART +C Objectives

Objectives describe how much of what will be accomplished by whom. The best objectives share common characteristics that include SMART +C (Specific, Measurable, Achievable, Relevant, Time Bound, plus Challenging) principles.

Specific—How much of what is to be achieved by when and for whom?

The “specific” part of an objective tells us what will change for whom in concrete

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Insert Your District Logo
Here

Sample SHAC Meeting Agenda

<Insert the Name of Your School Health Advisory Council>

Insert the Date of the Meeting

Insert the Time

Insert the Location

Meeting Agenda

Time	Agenda Topic	Topic Lead
	<p>Welcome and Opening Remarks</p> <ul style="list-style-type: none">A. Call to orderB. Welcome and introductions of members and guestsC. Approval of agendaD. Approval of minutes from the last meeting <p>Expected outcome: Informational and approval of the last meeting minutes</p>	

Sample Thank You Letter for Joining the SHAC

Date

Recipient Name

Job Title

Agency/Organization

Address

City, State, Zip Code

Dear<Insert Name>:

Thank you for accepting the invitation to be a member of the School Health Advisory Council. This will be an exciting opportunity to improve the overall health of our children and our community. I am sure the team that has been assembled will meet the challenge.

Our first meeting has been scheduled for<insert date, time, and place>. Snacks and daycare will be provided, and it should not last more than <insert time length>. At the meeting, the council will discuss<insert objective for the next meeting> and how to best involve the community. The council will also be setting the schedule for future meetings. Please bring your calendar to schedule these. I look forward to seeing you at the meeting. If you have additional questions, please contact me at<insert phone number> at your convenience.

Sincerely,

Name

Title

Name of SHAC

Creating a SHAC Success Story

Gathering and organizing the most important facts is essential when creating a SHAC success story. The questions below will help shape a specific story you want to create about your SHAC. It is organized by the major sections of a success story.

The last page provides a sample layout and example of a fictional SHAC success story. If you get stuck while you're writing and thinking about any of the specific sections below, you can refer to the sample story as a helpful inspiration. Also, feel free to use the sample layout as the format for your SHAC's success story.

Title

The title tells the audience what the story will be about. It captures the overall message of the story and should capture the audience's attention.

1. What is your story about?
2. What are the most important facts in your story? For example, did the SHAC reach an audience in the district that is hard to reach? Does the SHAC's strategy have a new and innovative way to address a school health issue?
3. Try to combine #1 and #2 answers above into one sentence. Make sure the most important fact of your story is as close to the beginning of the sentence as possible.
4. Now, look at your response in #3. Can you shorten the sentence but still have enough detail that the audience knows what the story is about? Please write the new sentence here:

Finally, is there an interesting way to say the sentence in #4 that will grab audience's attention? Write as many options as you can imagine. When you write your story, you may use one of these as your title.

School Health Issue

This section is about the school health issue that is being addressed and why it's important. Be sure to use data to frame the issue, consider including health burden and financial cost to the district.

1. What is the school health issue within your district which the SHAC's plan of action is designed to change?
2. How does the school health issue affect your district negatively?

3. What might happen if the school health issue is not addressed? How might it affect your district in the short term? The long term?
4. Were there any barriers encountered during development or implementation of the SHAC's plan of action? What were they and how did the SHAC overcome them?

Solution

This section tells what is being done to address the school health issue. Describe which partners collaborated with the SHAC and the specific funding source (if any) that was used to address the specific school health issue or target population.

1. How does the SHAC's plan of action address the school health issue?
2. What is innovative about how the SHAC is addressing the school health issue? Include this information in the final success story, so please write it here.
3. How did the SHAC come up with a solution to address the school health issue?
4. What partners collaborated with the SHAC in addressing the school health issue?
5. Was the solution funded? If so, what are the funding sources? List the funding sources here

SHAC Success Story Example

Title: Student Voice Provides Health and Wellness (I)-5.8mipp (nd W)-11.4 (e7)-11.4 (e8 (

Worksheet 1: Community Partners to Invite

Membership on your school health council should be as representative of your community as possible. Involve people with a broad variety of education, experience, opinion, economic level, gender, race, age and ethnic background. Who are the key players in your community and school?

Community Members: Name, Affiliation	Invited	Accepted	Attended
Attorneys:			
Business and Industry Leaders:			
Civic, Service, and Professional Organization:			
Clergy:			
Clients and Customers of Community Services:			
Community Leaders:			
Community Government Officials:			
Healthcare Providers Clinical Dental Dietician Emergency Services Medical Services Hospitals Mental Health			
Human Service Agencies: Public Health Drug and Alcohol Treatment Child Protective Services			

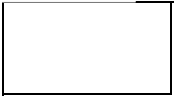
Worksheet 2: Creating a Vision for Your Community and Schools

1. What three things do you like best about our schools?
2. If you could change one thing about our schools, what would it be?
3. What worries you most about your children (or the children of our community) and their lives now?
4. What is one wish that you have for your children (or the children of our community)?
5. What could the schools do to make this community a better place to live?
6. What could our community do to make this a better place to live?
7. What could families do to make this community a better place to live?
8. What could this SHAC do to make this community a better place to live?

Worksheet 3: Our Vision of the Future

Task I: Write three sentences that express your aspirations (hopes) for the children, youth and families living in our community.

1.



Worksheet 5: A Process for Change

Step 1: Get together

- x Commit to work together on school health
- x Involve the right people
- x Hold the first meeting
- x Decide to act Reflect and celebrate

Step 2: Create a vision

- x Develop a base of common knowledge
- x About school health
- x Define a shared vision Reflect and celebrate

Step 3: Develop a plan

- x Identify priorities
- x Design an action plan Reflect and celebrate

Step 4: Take action

- x Implement plan
- x Celebrate achievements
- x Recognize contributions
- x Evaluate progress Reflect and celebrate

Step 5: Review commitment

- x Build community reputation
 - x Deepen commitment to vision
 - x Recruit new members and develop new leaders
 - x Adapt and expand action plan
-

Worksheet 6: The Wellness Policy Process

Successful creation of a local wellness policy consists of eight steps. This graphic will be helpful in outlining the process for developing, implementing, and evaluating wellness policies. By following this process, you can provide continuous quality improvement to

14. Moag-Stahlberg A, Buford C. Action for Healthy Kids newsletter 2004;19(1):99.
15. Resnicow, K. and Allensworth, d. Conducting a comprehensive school health program. Journal of School Health. 1996(2): 5963.
16. School health index. 2011 May 16. Retrieved October 7, 2020, from Centers for Disease Control and Prevention. Division of Adolescent and School Health: cdc.gov/healthyouth/shi/
17. TheUniversityof Kansas. Section 1: An overview of strategic planning or “VMOSA” (vision, mission, objectives, strategies, and action plans). 2013. Dec 13. Retrieved from Community Toolbox ctb.ku.edu/en/table-of-contents/structure/strategic-planning/vmosa/main

About the DSHS School Health Program

The Department of State Health Services (DSHS) School Health Program provides leadership, support, and guidance to Texas school districts on comprehensive school health and health services utilizing the Whole School, Whole Community and Whole Child school health model. The School Health Program utilizes the following strategies:

- x Serves as the central source for resources and tools in support of school health evidence-based programs, practices, policies and guidelines;
 - x Maintains linkages between DSHS and school districts as it relates to health promotion, school health services, and chronic disease prevention;
 - x
-

