

School Health Advisory Council

Olga M. Moucoulis
September 21, 2022





Agenda

- Role of the SHAC
- 2022-2027 District of Innovation
- SHAC Co-Chair
- Physical Activity and Fitness Planning Subcommittee
- Wellness Policies Review



Role of SHAC



As defined by the Texas Department of State Health Services (DSHS), a SHAC is appointed by the school district to serve at the district level and to provide guidance to the district on coordinated school health programming and its impact on student health and learning. The group of individuals represent segments of the community. More information regarding school health advisory councils can be found on the DSHS. The board shall appoint at least five members to the SHAC. A majority of members must be persons who are parents of students enrolled in the district and who are not employed by the district. One of those members shall serve as chair or co-chair of the SHAC.



2022-2027 District of Innovation



Introduction

Adopted July 2022

Edgewood ISD will claim an exemption to Local School Health Advisory Council (SHAC) meeting requirements. The members of the SHAC shall determine how often the committee should meet. The District shall determine the reporting and communication structure of the SHAC meetings, preparation, posting of meeting minutes. The EISD SHAC shall meet at least once per year. The SHAC is consistently aware of the needs of the District's students and is often able to review, advise, and revise plans in fewer than four meetings.



Co-CHAIR



Physical Activity and Fitness Planning Subcommittee



EDGEWOOD ISD
ATHLETICS/PE DEPARTMENT

2022-2023



Laura Garza
Assistant Athletic/PE Director



Maria Marquez
Bookkeeper



Adela Castillo
Secretary

EDGEWOOD
INDEPENDENT  SCHOOL  DISTRICT
San Antonio
PROFESSIONALISM  ACCOUNTABILITY  COMMUNICATION

ATHLETICS/PE DEPARTMENT STAFF

SENATE BILLS 19, 42, 530

- **IN 2001, SENATE BILL 19 (SB19) REQUIRED ELEMENTARY SCHOOL CHILDREN TO PARTICIPATE IN PHYSICAL ACTIVITY AND SCHOOLS TO IMPLEMENT A COORDINATED SCHOOL HEALTH PROGRAM BY SEPTEMBER 1, 2007 (SAHRC-BIENESTAR/NEEMA).**
- **DUE TO HEALTH CONSEQUENCES AND HEALTH CARE COSTS OF CHILDHOOD OBESITY, THE 77TH TEXAS LEGISLATURE PASSED SENATE BILL 19 (SB19) IN 2001, WHICH REQUIRES ELEMENTARY SCHOOL CHILDREN TO PARTICIPATE IN 30 MINUTES OF DAILY PHYSICAL ACTIVITY OR A TOTAL OF 135 MINUTES PER WEEK.**
- **IN 2005, SENATE BILL 42 (SB42) WAS PASSED THAT REQUIRED PUBLIC MIDDLE SCHOOL STUDENTS (GRADES 6–8) TO PARTICIPATE IN 30 MINUTES OF DAILY STRUCTURED PHYSICAL ACTIVITY.**
- **SENATE BILL 530 WAS PASSED INTO TEXAS STATE LAW IN 2007. THIS LAW REQUIRES PHYSICAL FITNESS ASSESSMENT FOR ALL STUDENTS IN GRADES 3-12 BEGINNING IN THE 2007-2008 SCHOOL YEAR. “FITNESS GRAM” IS THE ASSESSMENT TOOL THAT IS USED BY ALL DISTRICTS.**

EDGEWOOD
INDEPENDENT SCHOOL DISTRICT
San Antonio

EISD DYNAMIC WARM-UP

HOW CAN WE MAKE A DIFFERENCE?

- **IMPACT THE HIGHEST NUMBER OF STUDENTS THROUGH PHYSICAL EDUCATION.**
- **VERTICAL & HORIZONTAL ALIGNMENT (IN RELATION TO HOW ACADEMICS IS PLANNED).**
- **WE WANT TO REFRAME THE VIEW OF EXERCISE.**



- **KNEE MARCHES**
- **BACK PEDAL**
- **FRONT GLOBAL**
- **BACK GLOBAL**
- **CARIOCA (2X)**
- **FRONT LUNGE HALF MOONS**
- **REVERSE LUNGE W ROTATION**
- **LATERAL LUNGE**
- **WORLD'S GREATEST STRETCH**

EISD Dynamic Warm Up

Knee March

| | |
|--------------------|---|
| Why? | Force Production. Hip flexor. Thoracic Extension |
| Cues | Eyes up. Stand tall. Drive knees up to at least 90 degrees. Raised arms; hands behind head. Active core |
| Errors | Knees low. Elbows pointed front. Eyes down. Neck Extended |
| Corrections | Pause on knee drive, Lots of reps |



Carioca

| | |
|--------------------|--|
| Why? | Multiplanar. Hip mobility |
| Cues | Athletic, ready position. Feet shoulder width apart. Knees bent. Travel laterally, drive knee over front knee. Rotate hips. Return back to square hips. Drive knee behind front knee. Return to square hips. |
| Errors | Too tall. Short ROM w hip rotation. Performing too fast before understanding sequence |
| Corrections | Bend the knee, teach the athletic position. Walk the carioca, emphasizing the movements to & from base position. |



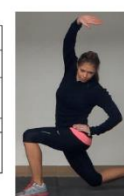
Backpedal

| | |
|--------------------|--|
| Why? | Multiplanar Movement Proprioception |
| Cues | Athletic, ready position. Stack Shoulders over knees over toes. Reach with the back foot first. Drive off the ball of the front foot. Relaxed arm action. Maintain stack |
| Errors | Too tall. Incorrect weight distribution. Looking back |
| Corrections | Teach athletic position. Walk sequence. Progress to 1/2 then 3/4 speed. |



Front Lunge Half Moon

| | |
|--------------------|--|
| Why? | Multiplanar movement, unilateral strength, thoracic extension |
| Cues | Proper lunge mechanics. Maintain posture. Engage glutes to drive hips forward. Reach trail hand over & across head. Extend psoas |
| Errors | Loss of balance. Stepping backwards. Poor reach. |
| Corrections | Shorten or lengthen lunge step. Emphasize rolling to the ball of the foot. Make sure thumbs are pointing toward you. |



Front Global

| | |
|--------------------|--|
| Why? | Hip Mobility, Unilateral Balance |
| Cues | Maintain Upright Posture. Externally rotate hips, Lift knee to 90 degrees. Then externally rotate hips. Imagine Stepping over a hurdle . |
| Errors | Shoulders move to the side. Core Instability. Moving to fast through sticking points. |
| Corrections | Keep shoulders square, pause between positions. |



Reverse Lunge w/ Rotation

| | |
|--------------------|---|
| Why? | Multiplanar Movement. Unilateral Strength. Rotational Mobility. |
| Cues | Maintain upright posture. Hands up. Lunge step backwards. Twist to the Front hip. Step backwards. |
| Errors | Loss of Posture/balance. Chest dropping. No identifying tripod. |
| Corrections | Create Tripod. Emphasize loading of lead leg. Rotating w no control |



Back Global

| | |
|--------------------|--|
| Why? | Hip Mobility Balance |
| Cues | Keep shoulders square. Maintain Upright posture. Lift to 90 degree laterally, rotation hip internally. Imagine Stepping over a hurdle to the side. |
| Errors | Shoulders move to the side. Knee stays down. |
| Corrections | March. Open at smaller angles. |



Lateral Lunge

| | |
|--------------------|--|
| Why? | Multiplanar Movement, Unilateral strength, Prime Medial Glutes |
| Cues | Maintain upright position. Laterally step past shoulders. Hinge hips while flexing knee, keep feet flat, travel through full ROM |
| Errors | Narrow stance. Leaning to flexed knee. Dropping chest, feet coming off floor. |
| Corrections | Retract scapula. Hinge hips backwards. |



World's Greatest Stretch

| | |
|--------------------|--|
| Why? | Multiplanar movement. Core strength, Hip mobility, rotation of the thoracic |
| Cues | Hinge at the hip. Reach. Walk out to a Plank position. Pause. Perform Lizard w rotation. Return to plank, switch sides. Pause. Use toes to Walk back to the hands. |
| Errors | Too fast on the walk out. Knees bent. Poor plank technique. Not creating tension between hands. |
| Corrections | Teach proper plank mechanics. Create & maintain tension through back leg & between hands. |





SOCIAL AND HEALTH
RESEARCH CENTER INC

Bienestar/NEEMA



SCHOOL HEALTH

Coordinated School Health Program

The SAHRC operates the Bienestar/Neema preschool through 8th grade, coordinated school health programs. The Bienestar/Neema school health program components consist of structured curriculums aimed at the four environments that influence children's health behaviors—home, classroom, gym, and school food service.

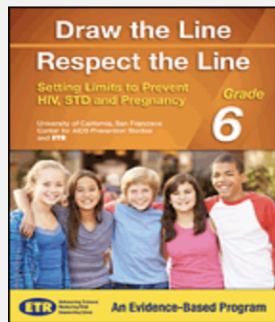
Approved Coordinated School Health Programs

The agency is required by law to make available to each school district one or more coordinated health programs. Each program is designed to prevent obesity, cardiovascular disease, and Type 2 diabetes in elementary school, middle school, and junior high school students. Each program must coordinate health education, including oral health education, physical education and physical activity, nutrition services, and parental involvement.

SEX EDUCATION

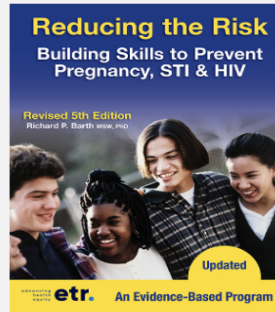
- Basic information on key topics like anatomy, puberty, and reproduction.
- Information on contraception, condoms, and prevention, screening and treatment of sexually transmitted infections (STIs).
- The importance of abstinence.
- Standards on healthy relationships, such as prevention of sexual abuse, sex trafficking, and in support of topics such as healthy communication. While the standards teach the importance of respecting the boundaries of other people, they do not include consent.
- Standards do not include language acknowledging LGBTQ students.

<https://www.texasisready.org/sexed>



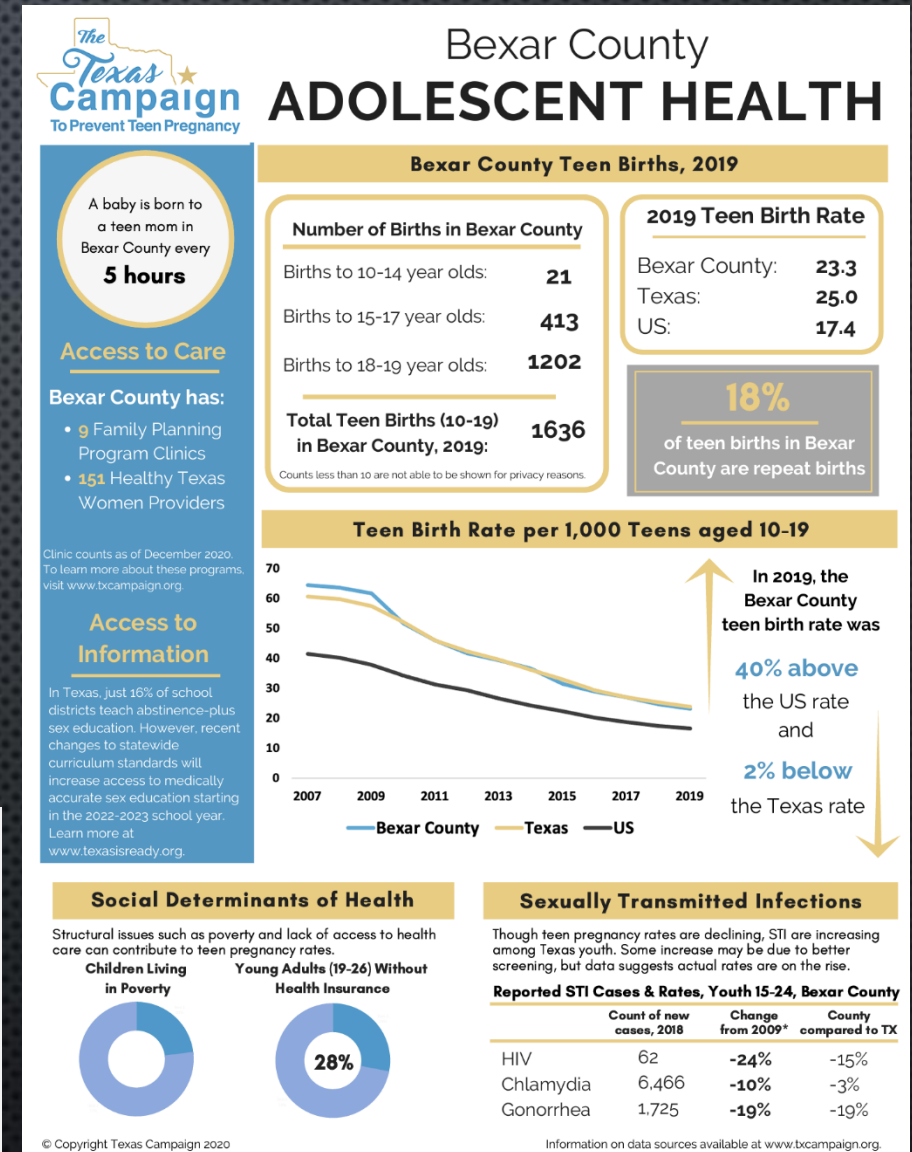
Draw the Line/Respect the Line is a 3-year evidence-based curriculum that promotes abstinence by providing students in grades 6, 7 and 8 with the knowledge and skills to prevent HIV, other STD and pregnancy. Using an interactive approach, the program shows

students how to set personal limits and meet challenges to those limits. Lessons also include the importance of respecting others' personal limits.



Reducing the Risk (RTR) is a 16-session curriculum designed to help high school students delay the initiation of sex or increase the use of protection against pregnancy and STI/HIV if they choose to have sex. This research-proven approach addresses skills such as risk

assessment, communication, decision making, planning, refusal strategies and delay tactics. The program is available in both print and digital formats.



<https://txcampaign.org/research-data/teen-birth-in-texas/>

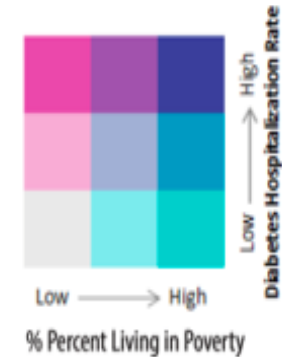
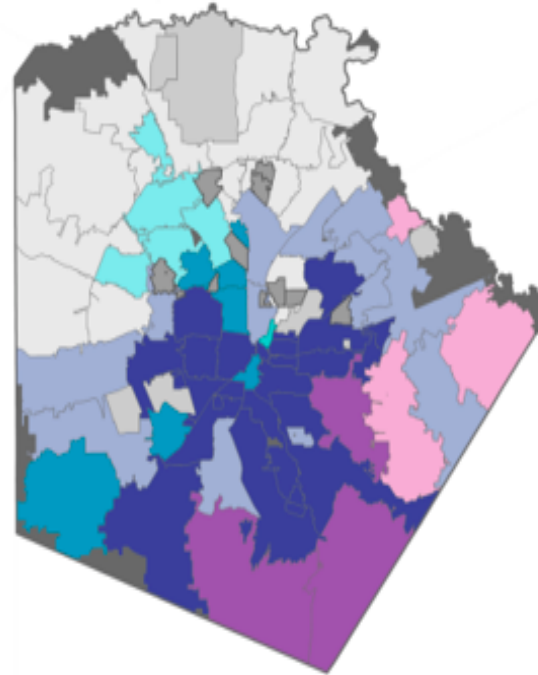
STATISTICS

- **AT EDGEWOOD ISD, 4.6% OF ADULTS HAVE A BACHELOR'S DEGREE OR HIGHER, COMPARED TO 29.3% OF ADULTS STATEWIDE.**
- **ADDITIONALLY, THE DISTRICT HAS A 35.9% CHILD POVERTY RATE, WHICH IS NEARLY DOUBLE THE 18.0% RATE ACROSS THE STATE.**

Socioeconomic Disparities in Physical Health: the Example of Diabetes

Fig 24. Diabetes Hospitalization and Poverty in Bexar County by Zip Code, 2017

Those experiencing poverty consistently experience a wide range of poor health outcomes. For example, the food insecurity outlined in the previous section contributes to chronic diseases including obesity and diabetes. In San Antonio, many zip codes have both the highest rate of poverty and the highest rate of diabetes hospitalization, which are indicated by zip codes highlighted in navy in Fig 24.



Data Source: Census American Community Survey (ACS) 2017 5-Year Estimates, table S1701; 2017 Hospital Discharge Principal Diagnosis; Census ACS 2017 5-Year Estimates, Table b01001

How does low social-economic status, lack of resources and lack of education impact overall health? What can we do and continue doing to help our youth?

WHAT WE DO!

Bienestar/NEEMA



EDGEWOOD
INDEPENDENT SCHOOL DISTRICT
San Antonio

EISD DYNAMIC WARM-UP

FITNESSGRAM[®]
The Cooper Institute[®]

2WORDS
CHARACTER DEVELOPMENT

DRAW THE LINE/
REDUCING THE RISK
Curriculum

SAN ANTONIO
SPORTS
i play!



PALS

The logo features the word "2WORDS" in a large, bold, teal font. The number "2" is black, while "WORDS" is teal. Below it, the words "CHARACTER DEVELOPMENT" are written in a smaller, bold, black font. The background is a blurred image of a person's face, and there are teal circular graphic elements on the left side.

2WORDS

CHARACTER DEVELOPMENT

✓ COACH MACKAY-FOUNDER & CEO

✓ MAKING A POSITIVE IMPACT ON STUDENTS AND COACHES

✓ 36 WEEK VIDEO CHARACTER DEVELOPMENT PROGRAM- 7-10 MIN WEEKLY PRESENTATIONS- SECONDARY

✓ 18 VIDEO BASED CHARACTER LESSONS- BI-WEEKLY, ELEMENTARY

✓ WEEKLY CURRICULUM: VIDEO WITH BREAK DOWN CURRICULUM HANDOUTS FOR ALL ATHLETES, COACHES AND FAMILY MEMBERS



PALS-POLICE ATHLETIC LEAGUES



✓ PARTICIPATION NUMBERS -

- ❖ PRE-COVID: VB(26 TEAMS), BASKETBALL(52-TEAMS) & ROOKIE BASEBALL(8-TEAMS)
- ❖ POST-COVID: VB(25 TEAMS), BASKETBALL(JAN. 2023-TEAMS) & ROOKIE BASEBALL (JUNE/JULY-TEAMS)

✓ ADDITIONAL SPORT-BOXING

SAN ANTONIO *i-PLAY!* AFTERSCHOOL PROGRAM

➤ **DEVELOPING RELATIONSHIP**

➤ **CHARACTER EDUCATION**

➤ **WEEKLY NUTRITION TIPS**

➤ **4 SPORTS (SOCCER, VOLLEYBALL,
BASKETBALL & TENNIS)**





Wellness Policy



Introduction

The policies and procedures adopted to promote the physical health and mental health of students, the physical health and mental health resources available at each campus, contact information for the nearest providers of essential public health services under Health and Safety Code Chapter 121, and the contact information for the nearest local mental health authority. BDF (LEGAL)

The background is a teal color with a white horizontal line. Behind the text, there are faint, stylized illustrations of leaves and a globe. The text 'Q & A' is written in a white, bold, sans-serif font. The 'Q' has a long tail that extends below the white line. The ampersand is a simple, clean design. The 'A' is also bold and has a slight shadow effect.

Q & A

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