

MARBLE FALLS ISD

**SCHOOL HEALTH ADVISORY COUNCIL
(SHAC)**

November 17, 2021

4:30pm – 5:30 p.m.

Marble Falls ISD, Community Room



INTRODUCTIONS



TODAY'S AGENDA

- Call to Order
- Introductions of New Members
- Review of Previous Meeting
- Review/Adoption of Bylaws
- Debrief on Prioritized Area and Legal Focus Areas for Year
- Review Legal Process for Review of Health & Wellness Curriculum to include Human Sexuality Education
- Explanation of Required Curriculum - TEKS
- Begin Study of New Health TEKS
- Presentation: COVID-19 Update
- Adjourn

Next Meeting: December 15, 2021



REVIEW OF PREVIOUS MEETING



10.20.2021 AGENDA

- Call to Order
- Introduction of Members
- Presentation: Overview of SHAC Requirements
- Discussion and Voting of Positions
- Discussion: Recruitment of Members
- Presentation & Activity: Coordinated School Health
- Presentation: COVID-19 Update
- Adjourn



REVIEW/ADOPTION OF BYLAWS

See Handout



DEBRIEF ON PRIORITIZED AREAS AND LEGAL FOCUS AREAS FOR YEAR

New Members: List top 3 committee preferences in order o
back on name card.



COMMITTEES

- Physical Activity and Fitness
- Health & Nutrition
- Human Growth & Development
- Social/Emotional & Counseling Services
- Drug/Alcohol/Tobacco



**HOW DO WE NORMALLY
ADOPT NEW INSTRUCTIONAL
RESOURCES?**



When new TEKS are adopted, normally the state informs districts of approved lists of materials.

- The Curriculum & Instruction (C&I) department forms a committee of teachers to review materials and decide which materials we want to adopt at the district level.
- During the time we are adopting materials, the links to the digital samples of materials provided by TEA are on the C&I website with a link to a form where a parent could provide input.
- The MFISD Board approves materials and certifies that they are TEKS compliant.



**NEW LEGAL PROCESSES FOR
REVIEW OF INSTRUCTIONAL
RESOURCES REGARDING SEX
EDUCATION**



EHAA LOCAL

- The board is required to have a board policy to adopt human sexuality curriculum materials.
- The board must adopt a resolution for SHAC to review human sexuality curriculum materials & hold 2 public meetings.
- The SHAC will review materials and present recommendations for human sexuality curriculum to the Board that comply with the instructional content requirements in the law (new Health & PE TEKS for 2022-23).
- The board will vote on the materials at a public meeting.



EHAA LEGAL

- The new parental consent for HS curriculum is an “Opt-In” form.
- The ISD must post the proposed and adopted materials with an option for parents to purchase the copyrighted materials from the publisher.



EXPLANATION OF REQUIRED CURRICULUM - TEKS



What are the TEKS?

Texas has adopted curriculum standards that are to be used in all the state's public schools. The current standards, which outline what students are to learn in each course or grade, are called Texas Essential Knowledge and Skills (TEKS). The standards are adopted by the State Board of Education, after extensive input from educators and other stakeholders.



Why is the State curriculum non-negotiable?

- It's the Law
- Assure Equity
 - It doesn't matter where you live in Texas, The State of Texas guarantees that you will have the opportunity to learn "X".
- Provide a Rational System
- Reduce Gaps and Unproductive Redundancies
- Reduce/Refocus Teacher Planning Time



Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

“including”

“such as”



Grade 4: Mathematics

2. Number and operations. The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value.

The student is expected to:

E. represent decimals, **including** tenths and hundredths, using concrete and visual models and money;



Grade 4: Science

5. Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used.

The student is expected to:

- A. measure, compare, and contrast physical properties of matter, **including** mass, volume, state (solid, liquid, gas), temperature, magnetism, and the ability to sink or float; and



Grade 4: Science

4. Scientific investigation and reasoning. The student knows how to use a variety of tools, materials, equipment, and models to conduct science inquiry.

The student is expected to:

collect, record, and analyze information using tools, **including** calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, mirrors, spring scales, balances, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices; and materials to support observation of habitats of organisms **such as** terrariums and aquariums.



Grade 4: Science

1. Scientific investigation and reasoning. The student conducts classroom and outdoor investigations, following home and school safety procedures and environmentally appropriate and ethical practices.

The student is expected to:

B. make informed choices in the use and conservation of natural resources and reusing and recycling of materials **such as** paper, aluminum, glass, cans, and plastic.



Grade 4: Social Studies

3. History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States.

The student is expected to:

- A. analyze the causes, major events, and effects of the Texas Revolution, **including** the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto



Grade 4: Social Studies

3. History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States.

The student is expected to:

B. summarize the significant contributions of individuals **such as** Williams B. Travis, James Bowie, David Crockett, Juan N. Seguin, Placido Benavides, Jose Francisco Ruiz, Antonio Lopez de Santa Anna, Susanna Dickinson, and Enrique Esparza





Where can I find the TEKS?

<https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills>



Are there TEKS for every subject area?

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&dir=&p_rloc=&p_floc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=111&rl=53](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&dir=&p_rloc=&p_floc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=111&rl=53)

<https://apcentral.collegeboard.org/courses/ap-statistics/course>

STUDY OF HEALTH TEKS



Commissioner's Health TEKS Study Recommendations

The Texas State Board of Education (SBOE) first adopted curriculum standards, the Texas Essential Knowledge and Skills or TEKS, for health education in 1998.

In preparation for a revision of the health education TEKS, the SBOE requested that the commissioner prepare a study of current health education research and state standards, including national best practices, that would be used as a guide to begin the SBOE's processes to review and consider revising the health education TEKS.



Commissioner's Health TEKS Study Recommendations

The commissioner was charged with the following:

1. Summarizing all statutory requirements related to health education
2. Developing a framework for what the strands or organizing principles could be for the TEKS
3. Establishing grade level and/or band distinctions at which health concepts are most appropriately taught
4. Suggesting the most appropriate methods for integrating health education statutory requirements into the framework



Commissioner's Health TEKS Study Recommendations

The commissioner convened a Health Education Advisory Committee to provide recommendations.

Health Education Advisory Committee members were selected based on their expertise and current research in content areas encompassed within the field of health education.

The committee met for three face-to-face meetings and a series of webinars to complete its recommendations.

Committee members reviewed a variety of health education research and resources, including the National Health Education Standards (NHES), the current health education TEKS, Texas statutory requirements related to health instruction, and health education standards from other states.



Commissioner's Health TEKS Study Recommendations

The Health Education Advisory Committee reached consensus on a set of recommendations that were submitted to the agency.

Agency staff further refined the recommendations based on new legislative requirements, including House Bill 18, passed by the 86th Texas Legislature and signed into law on June 2, 2019. This report is the result of that work.

See packet - "Commissioner's Health TEKS Study Recommendations"



Health Education TEKS Adopted by the Texas State Board of Education

The State Board of Education gave final approval on November 20, 2020, to the new health education TEKS. The new health education TEKS will be effective on August 1, 2022, and will be implemented in classrooms beginning with the 2022–2023 school year.

See Packet “Chapter 115. Texas Essential Knowledge and Skills for Health Education”



Subchapter A. Elementary

§115.11. Implementation of Texas Essential Knowledge and Skills for Health Education, Adopted 2020.

- (a) The provisions of §§115.12-115.17 of this subchapter shall be implemented by school districts.
- (b) No later than July 31, 2021, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for health education as adopted in §§115.12-115.17 of this subchapter.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§115.12-115.17 of this subchapter shall be implemented beginning with the 2022-2023 school year and apply to the 2022-2023 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than July 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§115.12-115.17 of this subchapter shall be implemented for the following school year.
- (e) Sections 115.1-115.7 of this subchapter shall be superseded by the implementation of §§115.11-115.17 of this subchapter.



115.12 Health Education, Kindergarten, Adopted 2020

(a) Introduction

1. The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits.



115.12 Health Education, Kindergarten, Adopted 2020

2. There are essential skills that repeat throughout the *five strands* and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies.



115.12 Health Education, Kindergarten, Adopted 2020

3. In Kindergarten-Grade 3, students gain an understanding of health information and skills through *five strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs.*



115.12 Health Education, Kindergarten, Adopted 2020

(A) **Physical health and hygiene education** helps to prepare students for improved lifelong health outcomes. Learning about body systems lays the foundation for personal health and hygiene. Health literacy and preventative behaviors empower students to make informed choices to support self, family, and community.



115.12 Health Education, Kindergarten, Adopted 2020

(B) The *mental health and wellness* strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential. Students gain knowledge about social and emotional health, including developing a healthy self-concept, understanding risk and protective factors, and identifying and managing mental health and wellness concerns. In the early grades, students develop fluency around emotions and self-regulation and understand the relationship between feelings, thoughts, and behavior. In subsequent grades, students learn and practice appropriate ways to solve interpersonal conflicts, work to develop a positive self-image, and develop healthy self-management skills.



115.12 Health Education, Kindergarten, Adopted 2020

(C) The *healthy eating and physical activity* strand addresses the importance of nutrition and physical activity to support a healthy lifestyle. Students apply critical-thinking and decision-making skills to make positive health choices. Students learn about essential nutrients, food groups, portion control, government nutritional recommendations, and the health benefits of being physically active. Students evaluate the connection between physical activity and nutrition and the prevention of chronic diseases.



115.12 Health Education, Kindergarten, Adopted 2020

(D) By focusing on *injury and violence prevention and safety*, the standards promote student well-being and awareness of dangerous situations. Supporting student well-being and providing instruction in digital citizenship, bullying prevention , first aid, and identification of safe and unsafe situations creates empowered and educated students who are able to make decisions that keep themselves and others safe. Beginning in Kindergarten and continuing through high school, students gain knowledge and skills to support safety and wellness at school, at home, online, and in the community.



115.12 Health Education, Kindergarten, Adopted 2020

(E) The standards under the *alcohol, tobacco, and other drugs* strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions, including understanding the impact of substance use on physical, mental, and social health. Through this strand, students learn key concepts about alcohol, tobacco, and other drugs, including the use, misuse, and physiological effects; short- and longterm impacts on health; treatment; risk and protective factors; and prevention. These concepts introduce healthy alternatives and ways for students to ask for and seek out help from parents and other trusted adults.



115.12 Health Education, Kindergarten, Adopted 2020

(4) Statements containing the word "**including**" reference content that must be mastered, while those containing the phrase "**such as**" are intended as possible illustrative examples.

(5) Students should first seek guidance in the area of health from a parent or legal guardian.



115.16 Health Education, Grade 4, Adopted 2020

The same goal of health education in grades 4 and higher as grades K-3.

There are essential skills that repeat throughout the **six strands** and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies.



115.16 Health Education, Grade 4, Adopted 2020

In Grade 4 and higher, students gain an understanding of health information and skills through ***six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health.***



115.16 Health Education, Grade 4, Adopted 2020

- A. **Physical health and hygiene education**.....
- B. The **mental health and wellness** strand.....
- C. The **healthy eating and physical activity** strand.....
- D. By focusing on **injury and violence prevention and safety**,.....
- E. The standards under the **alcohol, tobacco, and other drugs** strand.....



115.16 Health Education, Grade 4, Adopted 2020

(F) Beginning in Grade 4, students learn about changes associated with adolescent development in the *reproductive and sexual health* strand. In subsequent grade levels, students identify the purpose of these changes and their role in fertilization and reproduction. Students learn the characteristics of healthy and unhealthy relationships and how to use communication and refusal skills to set personal boundaries in dating/romantic relationships. Students also identify how to respond to sexual harassment and abuse.



115.16 Health Education, Grade 4, Adopted 2020

(4) An integral part of health education involves educators being aware of state laws relevant to human sexuality instruction. These laws include affirming:

(A) a local school district's control over the provision of human sexuality instruction to ensure that local community values are reflected in that instruction (Texas Education Code (TEC), §28.004(e)-(h));

(B) the right of a parent or legal guardian to be informed of the provision of human sexuality instruction to their child and review the content of that instruction (TEC, §28.004(i)-(j));



115.16 Health Education, Grade 4, Adopted 2020

- (C) the right of a parent or legal guardian to remove their child from any portion of human sexuality instruction without penalty to the child (TEC, §28.004(i));
- (D) the centrality of abstinence education in any human sexuality curriculum (TEC, §28.004(e)); and
- (E) the right of a parent or legal guardian to be informed of and consent to an abortion performed on their pregnant child (with judicially authorized or medical emergency exceptions) (Texas Family Code, Chapter 33).



115.16 Health Education, Grade 4, Adopted 2020

(5) Educators also should be aware of and abide by the statutory prohibition on taxpayer resource transactions between state governmental entities, including public schools, and abortion providers or an affiliate of an abortion provider (Texas Government Code, Chapter 2272).

(6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(7) Students should first seek guidance in the area of health from a parent or legal guardian.



115.26 Health Education, Grade 6, Adopted 2020

1. The goal of health education.....
2. There are essential skills....competencies.

In addition, areas in the standards related to abuse, neglect, violence, loss, grief, trauma, and suicide may directly affect some students in the classroom. Should the educator recognize signs of discomfort with instruction in these areas, students should be referred to the appropriate resource, identified ahead of such instruction, for additional help and support.



Major TEKS changes - *Human Sexuality*

4th grade

- reproductive & sexual health - anatomy, puberty, & reproduction, changes in males & females during puberty, define the menstrual cycle

5th grade

- body systems including reproductive, endocrine & urinary systems
- healthy dating/romantic relationships
- personal safety, limits & boundaries
- sexual harassment, abuse, assault & trafficking
- anatomy, puberty, reproduction, pregnancy, fertilization, healthy fetal development
- describe the process of the menstrual cycle
- hormones, growth & development of secondary sex characteristics (body hair, voice change)
- physical, social & emotional changes during puberty



Major TEKS changes - *Human Sexuality*

6th grade

- social & emotional impacts of sexual harassment, abuse, assault & trafficking
- healthy dating/romantic relationships & boundaries
- boundaries & refusal skills
- anatomy, puberty, reproduction, & pregnancy
- teen pregnancy possible outcome for sexual activity
- **STILL INCLUDES EMPHASIS of ABSTINENCE**



Major TEKS changes - *Human Sexuality*

Same additions as 6th, AND....

7-8th grade

- added to STDs - HPV, chlamydia, syphilis, gonorrhea, herpes & trichomoniasis
- analyze the effectiveness & the risks & failure rates of barrier protection & other contraceptive methods in the prevention of STDs/STIs & pregnancy
- explain HPV - virus that can cause genital warts & cervical cancer & other cancers
- describe legal aspects of sexual activity with a minor including statutory rape, aggravated sexual assault, sexual assault, sexual abuse, & indecency with a child
- **STILL INCLUDES EMPHASIS of ABSTINENCE**





For next time:

**Read Chapter 115:
Texas Essential
Knowledge and Skills
for Health Education**



COVID-19 UPDATE



COVID-19 UPDATE

- 447 cases that have been on campus since first day of school
- Continuing to see significant spread when a person in the house is positive
- Seeing more cases of RSV, step throat, and flu
- Marble Falls ISD continues to rapid COVID test for free
- COVID Testing
 - We participate in state testing program and receive an allotment for year for testing
 - Centralized testing at MFISD central office – old transportation building
 - 8:30 a.m. - 10:30 a.m.
 - School nurses only test if sending a student home and parent would like tested



COVID-19 UPDATE

- No doctor note for student return to school
- Extracurricular positives student must have doctor note to participate
- Students playing a sport/athletics, must have the Return to Play form completed by doctor in order to participate in sports again.
- Require doctor clearance for positive employees to return to work
- COVID Reporting
 - We report to TEA/DSHS weekly cases



COVID-19 UPDATE

- **Contact Tracing/Notification**
 - Track seating charts/student schedules
 - Close contacts
 - Notification letters sent out for positive cases - letters are different depending on the situation
- **Vaccinations**
 - Working to match employees with vaccination locations
 - Working with a vaccination location for a clinic for parents who wish to have their 5+ child vaccinated



NEXT TASKS

- December 15, 2021
 - meeting 4:30-6:00
- Continue Study of Health and Wellness TEKS



Read Draft By-Laws to vote on at next meeting

Read Chapter 115: Texas Essential Knowledge and Skills for Health Education

Optional Reading: Commissioner's Health TEKS Study Recommendations



FUTURE MEETING DATES

- December 15, 2021
- February 23, 2022
- March 23, 2022
- April 20, 2022

Subcommittees will meet additional dates and report back to main SHAC during regularly scheduled meetings.



ADJOURN

