

**SCHOOL HEALTH ADVISORY BOARD (SHAB)**  
**ANNUAL PROGRESS REPORT 2008-09 SCHOOL YEAR**

**Please complete and submit to Caroline Fuller at the Virginia Department of Education**  
**no later than June 1, 2009.**

**I. IDENTIFYING INFORMATION**

School Division: **Alexandria City Public Schools**

SHAB Chairperson: **Rose Berler**

Address: **5909 Kelley Court**

City: **Alexandria**

Zip code: **22312**

Telephone: **(703) 354-6340**

Fax: (      )

E-mail Address: **NA**

Is the Chairperson also the contact person?    \_\_\_ yes    **X** no (Contact Person: **Robin Wallin** )

Person Completing this Report: **Robin Wallin, Nurse Coordinator**

Date: **May 22, 2009**

Address: **2000 N. Beauregard Street, Suite 203**

City: **Alexandria, VA**

Zip code: **22311**

Telephone: **(703) 824-6650**

Fax: **(703) 931-0187**

E-Mail Address: **rwallin@acps.k12.va.us**

**II. STRUCTURE AND OPERATION OF YOUR SHAB**

**A. Membership**

Please identify the composition of your SHAB by marking the appropriate boxes with the **number of SHAB members in each category**. If a member fits into more than one category, please CHOOSE ONLY ONE CATEGORY that most closely fits the member's primary role on the SHAB.

**Parent**

- 3 Parent of a school-aged child
- \_\_\_ Parent of a medically fragile child
- 1 PTA representative
- \_\_\_ Resource center representative

**Community Representative**

- \_\_\_ Civic group
- \_\_\_ Faith-based group
- 1 Human services
- \_\_\_ Youth services

**Health Professional**

- 3 Medical
- \_\_\_ Dental
- \_\_\_ Mental Health
- 1 Public Health (Dept. of Health)
- \_\_\_ Other (specify) \_\_\_\_\_
- \_\_\_ Prevention Specialist
- \_\_\_ Substance Abuse

**School Personnel**

- 1 School Nurse
- \_\_\_ Health /Physical Education Teacher
- \_\_\_ Other Teacher

- 1 School Psychologist
- 1 Central Office Administrator
- \_\_\_ Principal
- \_\_\_ Program Supervisor (Program \_\_\_\_\_)
- \_\_\_ School Counselor
- 1 Food Services (School Nutrition)
- \_\_\_ Staff Wellness Coordinator
- \_\_\_ School Social Worker
- \_\_\_ FLE Teacher
- \_\_\_ Student Assistance Specialist
- \_\_\_ Transportation Coordinator
- \_\_\_ Other (specify) \_\_\_\_\_
- \_\_\_ Safe & Drug-free Schools Coordinator

**Miscellaneous**

- 1 Student
- \_\_\_ Business
- \_\_\_ Government Official
- \_\_\_ Law Enforcement
- \_\_\_ Extension Agent
- \_\_\_ Other (specify) \_\_\_\_\_

**13** Total number SHAB members

**B. Meetings**

How many general meetings did your SHAB hold this school year (excluding subcommittee meetings)? 8 meetings

How many subcommittee meetings did your SHAB hold this school year? 0 meetings  
List subcommittees: \_\_\_\_\_

Number of SHAB webinars viewed: 0 \_\_\_\_\_

How many SHAB members attended the SHAB webinar(s)? \_\_\_\_\_

**C. Reports**

How many reports and/or presentations did your SHAB make during this school year to:

<u>Groups</u>	<u>No. of presentations/Reports</u>
Local school board	<u>8</u> written ___ oral
Central office personnel	<u>8</u> written ___ oral
Other: _____	___ written ___ oral
PTO/PTA _____	___ written ___ oral
_____	___ written ___ oral
_____	___ written ___ oral

**D. Policy Recommendations**

How many recommendations were made to local school boards? 0

Please list the recommendations:

_____	<b>accepted</b> _____	<b>declined</b> _____
_____	<b>accepted</b> _____	<b>declined</b> _____
_____	<b>accepted</b> _____	<b>declined</b> _____

**E. Operating Procedures**

Does your SHAB have operating procedures/bylaws?

YES  NO

If yes, how often are they reviewed and/or revised? \_\_\_ Every year \_\_\_ 1-3 years x 4-5 years  
\_\_\_ Our SHABs' operating procedures/bylaws have never been reviewed or revised.

Are your SHAB activities listed on your school division Web site? YES  NO

**III. GOALS AND ACCOMPLISHMENTS**

**A. Goals**

Please identify at least two goals that will impact the health needs of the students and/or staff in your school division Please list:

- 1. Participate in the Strategic Planning Committee by designating a committee member to represent the School Health Advisory Board in the strategic planning process.**
  
- 2. In an effort to ensure that all students are healthy and able to achieve academically, seek to gather more information/data about the health status of students in order to recommend targeted interventions to meet student health needs**
  
- 3. Expand committee membership to include student representation and more parental involvement.**
  
- 4. Review current programs in place, and other resources or programs available, that promote social/emotional wellness, and research ways to continue to integrate wellness concepts and habits into the ACPS curriculum.**
  
5. \_\_\_\_\_  
\_\_\_\_\_

**B. Accomplishments**

Share the achievements of your SHAB this year. Please record one accomplishment of your SHAB in summary form.

**PROBLEM OVERVIEW:**

**Prior to the 2008-2009 school year, our SHAB lacked adequate parental involvement and no student involvement. In addition, the committee lacked cultural diversity. We felt that in order to truly represent the population we serve, we needed to expand our parental involvement and diversity among committee membership. We also felt we needed student representation, which had been lacking from the committee membership for many years.**

**SELF-CHECK of Problem Overview – Have you:**

- X Described the problem being addressed and why it's important?
- X Used data to frame the problem, including health burden and economic costs?
- X Specified the affected population(s)?

**PROGRAM/ACTIVITY DESCRIPTION:**

**Our goal was to expand the Committee membership to include student representation and more parental involvement. We worked with several groups to assist with this membership expansion. The PTA Council was contacted and supplied a parent who subsequently officially joined the committee. In addition, working with the district-wide parent liaison, several parents from diverse backgrounds became interested in the committee and attended meetings. We also had the opportunity to meet with a group of high school students participating in a college club. These dynamic young people were wonderful in opening the eyes of the committee members to the needs and thoughts of our young people about the problem of teen pregnancy.**

**SELF-CHECK of Program/Activity Description – Have you:**

- Clearly identified the goals of your activity?
- Identified who was involved, including your partners?
- Clearly described the program/activity that was implemented, including where and when it took place and how it addressed the problem?
- Clearly described your planning and implementation process?
- Identified the target audience of the program/activity?
- Described how the progress of the program/activity is evaluated?

**PROGRAM/ACTIVITY OUTCOMES:**

We have gained several members this year, including three parents. In addition to the parent representative from the PTA Council, a parent from a leadership training class joined our committee. She brings the perspective of being an immigrant parent. One of the students who met with our committee, a junior at our high school, has joined our committee. She is a wonderful addition to the group and able to bring the perspective from her peers. We are pleased to have filled out our membership roster with more parents, with members reflecting more diverse backgrounds, and with a student. We look forward to the work that this group will continue to do together in the new school year. Barriers to finding new members were minimal once we began to network and use the resource in our community. The process of looking for expanded participation in our committee was enhanced through deliberate collaboration with other agencies and organizations who were able to assist in the process of identifying new potential members.

***SELF-CHECK of Program/Activity Outcomes– Have you:***

- X Identified whether or not the immediate goals were met?*
- X Identified the short-term or intermediate outcomes resulting from the identified goals that demonstrate how the program/activity addressed the problem (e.g., change in policy, use of curriculum, change in school-level practices, establishment of additional funding, etc.)?*
- X How many students, families and communities were impacted by this work?*
- X What barriers did you encounter and how did you overcome them?*
- X Provided a conclusion to the success story that avoids using broad, sweeping statements such as “There was a noticeable increase in healthy eating habits”*

Will you allow the Virginia Department of Education to post/share information about your accomplishment on its Web site?      YES       NO

## Local Wellness Policy Status Report Form 2008-2009

Section 204 of the 2004 Child Nutrition & WIC Reauthorization Act (Public Law 108-265) required all school divisions develop a local wellness policy by July 1, 2006. This status report is designed to gather data on the implementation, evaluation and revision of the local wellness policy during the 2008-2009 school year.

*Complete the following questions in order to report on the status of your school division's required local wellness policy.*

**1. Please provide contact information for the chair of the committee responsible for the local wellness policy in your school division:**

**Name of Committee:** Wellness Taskforce

**Name of Chairperson:** Kris Clark, Executive Director for Elementary Programs

**Mailing Address:** 2000 N. Beauregard Street, Alexandria, VA 22311

**Telephone Number:** 703-824-6912

**E-mail Address:** kclark@acps.k12.va.us

**2. Which of the following nutrition education goals are included in your local wellness policy AND were implemented during this past year? Check all that apply.**

- Students in grades pre-K-12 receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.
- Nutrition education is offered in the school dining room as well as in the classroom, with coordination between the school nutrition staff and teachers.
- Students receive consistent nutrition messages throughout schools, classrooms, cafeterias, homes, community, and media.
- District health education curriculum standards and guidelines include nutrition education.
- Nutrition is integrated into the health education and core curricula (e.g., math, science, language arts).
- Schools link nutrition education activities with the coordinated school health program.
- Staff members who provide nutrition education have appropriate training.
- Schools are enrolled as Team Nutrition Schools, and conduct nutrition education activities and promotions that involve parents, students, and the community.
- Other, please explain

**3. In what ways did you measure outcomes, impacts or improvements?**

- Surveys of students, staff, parents, and/or administrators
- Observation of practices
- Evaluation of progress using baseline data from original assessments
- Other, please explain – **Virginia Governor's Scorecard (select schools)**

**4. Does the school division plan to revise the nutrition education goals for 2009-2010?**

- Yes, please explain
- No

**5. Which of the following physical activity goals are included in your local wellness policy and were implemented during this past year? Check all that apply.**

- Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum.
- Students are given opportunities for physical activity through a range of before- and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.
- Schools work with the community to create ways for students to walk, bike, rollerblade or skateboard safely to and from school.
- Schools encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- Schools provide training to enable teachers, and other school staff to promote enjoyable, lifelong physical activity among students.
- Other, please explain

**6. In what ways did you measure outcomes, impacts or improvements?**

- Surveys of students, staff, parents, and/or administrators
- Observation of practices
- Evaluation of progress using baseline data from original assessments
- Other, please explain: **Virginia Governor's Scorecard (select schools)**

**7. Does the school division plan to revise the physical education goals for 2009-2010?**

- Yes, please explain
- No

**8. Which of the following guidelines for the nutritional value of foods and beverages sold or offered in the school environment; including standards for the amount of fats and sugars; for moderate portion sizes; and for maximum nutritional value, are included in the local wellness policy AND were implemented during this past year?**

**Check all that apply.**

- The school division sets guidelines for foods and beverages sold a la carte in the school nutrition program on school campuses.
- The school division sets guidelines for foods and beverages sold in vending machines, snack bars, school stores, and concession stands on school campuses.
- The school division sets guidelines for foods and beverages sold as part of school-sponsored fundraising activities.
- The school division sets guidelines for refreshments served at parties, celebrations, and meetings, or offered as rewards, during the school day.
- Other, please explain

**9. In what ways did you measure outcomes, impacts or improvements?**

- Surveys of students, staff, parents, and/or administrators
- Observation of practices
- Evaluation of progress using baseline data from original assessments
- Other, please explain: **Virginia Governor's Scorecard (select schools)**

**10. Does the school division plan to revise the guidelines for the nutritional value of foods and beverages sold or offered in the school environment for 2009-2010?**

- Yes, please explain
- No

**11. Which of the following school-based activities to promote student wellness are included in your local wellness policy AND were addressed this past year? Check all that apply.**

- The school division provides a clean, safe, enjoyable meal environment for students.
- The school division provides enough space to ensure all students have access to school meals with minimum wait time.
- The school division makes drinking fountains available in all schools, so that students can get water at meals and throughout the day.
- The school division encourages all students to participate in school meal programs and protects the identity of students who are eligible for free and reduced price meals.
- The school division schedules lunch time as near the middle of the school day as possible.
- The school division schedules recess for elementary schools before lunch so that children will come to lunch less distracted and ready to eat.
- The school division prohibits the use of food as a reward or punishment in schools.
- The school division does not deny student participation in recess or other physical activity as a form of discipline or for classroom make-up time.
- The school division provides opportunities for ongoing professional training and development for school nutrition staff and teachers in the areas of nutrition and physical education.
- The school division makes efforts to keep school- or district-owned physical activity facilities open for use by students outside school hours.
- The school division encourages and provides opportunities for students, teachers, and community volunteers to practice healthy eating and serve as role models in school dining areas.
- Other, please explain **The school division implements environmentally-friendly practices in food preparation and service where possible and appropriate. The school division serves meals that exceed state and federal nutritional standards for the school breakfast, school lunch and school snack programs.**

**12. In what ways did you measure outcomes, impacts or improvements?**

- Surveys of students, staff, parents, and/or administrators
- Observation of practices
- Evaluation of progress using baseline data from original assessments
- Other, please explain: **Virginia Governor's Scorecard**

**13. Does the school division plan to revise the school-based activities to promote student wellness included in the policy for 2009-2010?**

- Yes, please explain **The school division plans to continue to integrate nutrition and physical activity lessons into the core curriculum at select grade levels. The school division plans to explore possible BMI measurement protocols for select grade levels during the 2009-2010 school year.**

No

**14. Which of the following measurement and evaluation goals are included in your local wellness policy? Check all that apply.**

- Surveys of students, staff, parents, and/or administrators will be conducted.
- Observation of practices, such as dietary and physical activity patterns, is implemented.
- Evaluation of progress will be conducted using baseline data from original assessments.
- Implementation of policy milestones will be documented.
- Schools are encouraged and/or required to use the Governor's Scorecard for Nutrition and Physical Activity to measure progress in implementing the local wellness policy.
- The policy development committee will report implementation status to the superintendent and/or school board.
- Other, please explain



**15. Has the school division conducted an evaluation of the local wellness policy implementation?**

Yes, please explain **Virginia Governor's Scorecard at select schools**

No

**16. Will the results of this evaluation be used to revise the local wellness policy for 2009-2010?**

Yes, please explain **Ongoing revision will occur if needed based on evaluation results.**

No

**17. Please share the most significant impact of the local wellness policy in your school division during the 2008-2009 school year.**

This year the enforcement of the wellness policy has really helped principals and classroom teachers limit the food brought from home for celebrations etc. The policy has protected students that might have an allergic reaction to food brought into the classroom. Students with allergies are more closely monitored.

**18. Please share one opportunity for improvement of the local wellness policy in your school division for the 2009-2010 school year.**

We still have work to do with active time during the day. We need to work on getting students more active during the day and after school. A few teachers do active learning with students, but if more did we would have more fit students that are better prepared for learning.

**Questions about the implementation, evaluation and revision of the local wellness policy may be addressed to Lynne Fellin, associate director, or the assigned school nutrition program specialist at (804) 225-2074.**

**Please return this form along with the School Health Advisory Board Report Form by June 1, 2009 (via email) to:**

Caroline Fuller

Phone: 804-225-2431

Email: [Caroline.Fuller@doe.virginia.gov](mailto:Caroline.Fuller@doe.virginia.gov)