

Tomball ISD School Health Advisory Council Minutes

Special Meeting - Monday, August 22, 2022

Ms. Karen Graves, Director of Administrative Services, opened the School Health Advisory Council (SHAC) meeting at 3:35 pm in the TISD Board Room at the TISD Administration Building. She welcomed everyone attending, as follows:

Dr. Michael Webb, Chief Academic Officer
Whitney Johnson, Director of Child Nutrition
Kevin White, Asst. Director of Child Nutrition and parent
Bob Thompson, Dean of Student Advancement
Rebecca Masciola, Parent
Jennifer Kratky, Parent
Beth Isenhaegen, Parent
Staci Gullingsrud, Parent

Karen reminded the group to speak loudly for the audio/video recording being made of this meeting. She introduced [Bob Thompson](#), Dean of Student Advancement, who discussed the curriculum framework for the new course, "Your Health and the Real World." There is no textbook for this course. All course materials are hyperlinked within the information presented online today for review. Edits and comments are requested as each committee member will review the material today. Teachers will also be consulted over this school year for feedback, revisions and improvements.

Dr. Michael Webb, Chief Academic Officer, expressed his appreciation for the extra time the committee is giving to the review of the course material today. He asked for edits to be noted on the provided notepads and left with Karen today. He mentioned that the State Board of Education (SBOE) approved this course in 2020, along with Health I and II. He reiterated that there is no textbook planned for this course.

Mr. Thompson added that the last unit of this material will be the most familiar to health teachers. Ms. Graves noted that models for restricted content are being developed.

The committee members spent approximately 45 minutes reviewing the material.

Dr. Webb then asked for questions or comments from the committee members. These comments follow in a separate document.

Karen again thanked the committee for serving the district with their participation on this committee. With no further discussion, the meeting was adjourned by Karen Graves at 4:45 pm.

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| | BMI Resource could be misleading | M Webb |
| | career track for those not interested in health professions | |
| | Emphasis of mental health | |
| | English credible resources | |
| | Retain Material | |

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| Unit 1 | Health Terms: How to remember them | Notes from Kevin White Extension 6214 |
| | Medical Terms 3 rd **(column) Walk needs an S “walks” Review needs ed “reviewed” This IS a site Over the counter Medicine Test Allow students...class. They... | |
| | Interventions and Enrichment Bullet #1 – Create a word “Wall”? Bullet #2- write down what they are not understand... “do not” Bullet #3- same thing- not understand... “do not” | |
| Unit 2 | Essential Questions #2 Which is more effective? _ or _? | |
| Unit 3 | Essential Questions #1 Different between “from” | |
| | Essential Question #2 What are some **** you can do? (doesn’t make sense) | |
| Unit 4 | Essential Questions #6 What could have <u>the</u> WHO, CDC.... <u>or</u> what could the WHO, CDC... have done... | |
| Unit 5 | Essential Question #2 Chance <u>of</u> illness | |
| | Poor Nutrition (Web)--- ...refrigerator, panties!- pantries! Go, Slow & Whoa... are a bit outdated! And contradicting sometimes. Was phased out of our teachings many years ago! Very elementary. Please | |

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| | reconsider resource: try My Plate (USDA) | |
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| Unit 3 | Personal Fitness Device | No name |
| | I like it mentions both positives and negatives. But resource is all positive & mentions social media | |
| | <u>Stress Scale for Youth</u> Inappropriate items: - Sexual adjustment - Sexual identity - Sex drive | |
| Unit 4 | What could have WHO, CDC & local done better during pandemic | |
| | I appreciate this framing. Studies are coming out that prove some decisions were harmful. This topic could easily touch personal/family values. Perhaps notify parents the week it is addressed. | |
| | Good material- but not age appropriate because they will forget it before it applies to them | |

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| | HPLS-2, FQHC? Maybe spell out acronyms | Whitney Johnson |
| Unit 1 test | Questions 19-26 do not match diagram #s | |
| Unit 2 | No test | |
| Unit 3 | Essential questions "What are some places you can do for treatment"- sentence does not make sense? No unit 3 test? | |
| Unit 4 | No unit test? | |
| | Didn't see anything targeted toward opioid use? General substance abuse | |

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| | "Medical bias in healthcare" Primarily gender? | No name |
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| | "Medical chaperone"- good topic, example of harm caused during pandemic | |
| | CRAAP test Suggest current? Vs currency | |
| | Trust it? Trash it? "genochoice.com" seems to go nowhere "ecochildsplay.com" restricted "eatright.org/public" page not found | |

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| | | Staci Gullingsrud 713-560-2882 Staci854@gmail.com |
| | Content standards: bottom of page 8 (right side) "o" needs to be deleted. Link for (B) (it's blank) | |
| | Grey's Anatomy jargon Youtube is blocked | |
| Unit 1, week 2 (far right column) | Health terms: How to remember... This <u>IS</u> (needs to be added) a site that walkS you | |
| | Step by step on how to get your students to remember words You have reviewed during... | |
| Unit 1, week 3 (page 6) | Print <u>ONE</u> of (one needs to be added) | |
| | Last page of Unit 1 Interventions: Create a Word <u>Wall</u> | (super excited for this change in health curriculum) |

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| | This new curriculum is much more applicable | No name |
| | With the unit to have a career choice, maybe change the focus to a popular career, or do some research on a family member in healthcare, etc... that way it applies to those students not pursuing a career in the medical field. | |

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| | | Beth Isernhagen |
| | YouTube link didn't open | |

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| | “Differentiating between credible and false health info on the internet and social media” | Thank you- super important in today’s world! TEK 7C This could also be a great crossover between subjects as ELA also has TEKS concerning credible/misleading info online |
| | Is HPLS 5 the only unit that is directly personal to students? Will students be able to apply TEKS in #4 about mental/physical/social health to themselves or is it talked about in more of an impersonal “patient” way? | |
| | Assessing your weight link - Needs info about how this is for adults, not teens/growing bodies | |
| | While all kids take this course, is there an adjustment for the assignment about choosing/researching healthcare job for students <u>NOT</u> interested? | |

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| | | No name |
| Unit 4 | Public Health Service Powerpoint- is incredibly boring. I would keep it much more brief & use historical examples demonstrating need for public health research & scientific study. i.e. Pellagra (I do see Nat. Geo historical analysis of London outbreaks-good) | |
| | Contact tracing- I would remove the covid reference to replace with recent measles outbreak in California/Disney | |
| | NYT article about health of social interaction- should have kids come up with examples of healthy networks (church, extracurriculars) | |
| Unit 2 | I don’t see anything on “medical bias” | |

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| | I do think it's important to understand male vs female symptoms of heart attack, for example. | |
| Unit 5 | <p>I want kids to learn how to read nutrition labels, portion sizes (grams/ounces). Perhaps discuss pros/cons of various popular diets (Keto, paleo, south beach). This will make the info more current, relevant, interesting.</p> <p>Supplement more on exercise/fitness, protective social benefits of group exercise & regular sleep schedule</p> | |