

Wellnes & Physical Education	1 Unacceptable	2 Acceptable	3 Recognized	4 Exemplary	Data sources
Effective Management of Nutrition Services	Little to no participation in CATCH program and other nutrition marketing is evident. Student perception of menus, content and quality of food is not assessed. Transparency of nutritional information and quality of food through use of technology is weak.	Occasional participation in CATCH program and other nutrition marketing is evident. Student perception of menus, content and quality of food is rarely assessed. Transparency of nutritional information and quality of food through use of technology is rarely provided.	Quarterly participation in CATCH program and other nutrition marketing is evident. Student perception of menus, content, and quality of food is assessed infrequently. Transparency of nutritional information and quality of food through use of technology is provided to customers.	Monthly Participation in CATCH program and other nutrition marketing is evident. Student perception of menus, content and quality of food is assessed on a regular basis and data is used to create noticeable changes and improvements. Transparency of nutritional information, quality and which food purchased through use of technology is provided to customers, marketed well and receives positive feedback.	Examples of posters, lessons, prizes from FANS department; Data from student' survey regarding menu, quality of food; Technology app (nutrislice) provided; Feedback on technology app through survey or other means; My schoolbucks, Nutrikids; Recommendations: Communication to parents regarding how the lunch process works: how do we get parents to 'hear' the information and understand the snack policy at lunch?
Effective Management of Health Services	Opportunities to have students meet immunization requirements are not offered within district. Vision/Hearing/Spinal screenings are not provided. No concussion management plan is in place.	Opportunities to have students meet immunization requirements are offered at least 2 times/year. Vision/Hearing/Spinal screenings are provided occasionally. Concussion management plan is in place yet lacks an organized effort of the management team creating defined protocols and community transparency.	Opportunities to have students meet immunization requirements are offered at least 3+ times/year with average participation. Vision/Hearing/Spinal screenings are provided for most students. Concussion management plan is in place and utilized with most athletes, includes protocols when used and is shared with parents.	Opportunities to have students meet immunization requirements are offered at least 3+ times/year with increasing participation. Vision/Hearing/Spinal screenings are provided for all students in compliance with DSHS rulings. Concussion management plan is in place with defined protocol and utilized with all athletes, shared with staff and parents/community.	#'s of immunizations (35 total this year); # of free immunization clinics offered at LTISD (2-3 offered yearly); # of forced administrative withdrawals due to compliance with immunization requirements (0); State Reports on Vision/Hearing (completed); Health Information provided to students/parents (e-news, websites, etc.); Are Concussion management plans on website? yes; # of parent information meetings provided (1-2); Recommendations: how can immunization management be improved at the start of the school year?

Wellnes & Physical Education	1 Unacceptable	2 Acceptable	3 Recognized	4 Exemplary	Data sources
Effective Management of Health Education	The campus is not providing health education to students through PE and/or other means and does not collaborate with related departments. The campus is teaching a minimal # of the Health TEKS. The campus provides no prevention and or character education.	The campus is providing minimal health education to students through PE and/or other means and minimal collaboration with other related departments. The campus is teaching a 1/2 of the Health TEKS. The campus provides little prevention and or character education.	The campus is providing health education to students through PE and/or other means at least quarterly with some collaboration with related departments. The campus is teaching most of the Health TEKS. The campus provides 1-2 prevention and or character education assemblies/activities.	The campus is providing health education to students through PE and/or other means at least monthly and in collaboration with related departments. The campus is teaching all of the Health TEKS. The campus provides monthly prevention and or character education assemblies/activities.	Health Lessons/Examples; CATCH monthly thematic plans, newsletter samples, etc), Documentation of Health TEKS taught; Pre/Post Health Test results (kids end with 80+); # of health professionals that guest teach (ALG, BD, ATOD) Yes; Prevention Education Strategies (assemblies, Social Norms, etc.) Recommendations: How do we plug into monthly thematic communications (to parents and students) to incorporate our character programming within our health lessons, assemblies, etc?
Effective Management of Physical Activity and Education	The campus does not meet the minimum requirements of 135 minutes weekly or (255 every 2 weeks) of physical activity required by the state. The # of students enrolled in PE/Athletics is more than 10% of the student body. 50% or less of the students assessed by FitnessGram were in the Healthy Fitness Zone	The campus provides 100 minutes of physical activity required by the state within PE and gathers the other 35 through other means. The # of students enrolled in PE/Athletics is more than 20% of the student body. 50%-75% of the students assessed by FitnessGram were in the Healthy Fitness Zone	The campus provides 135 minutes of physical activity required by the state within PE yet gathers no other activity minutes throughout the week. The # of students enrolled in PE/Athletics is more than 25% of the student body. 76-90% of the students assessed by FitnessGram were in the Healthy Fitness Zone	The campus provides 135 minutes of physical activity required by the state within PE as well as 15+ minutes through means. The # of students enrolled in PE/Athletics is more than 30% of the student body. 91% or more of the students assessed by FitnessGram were in the Healthy Fitness Zone.	Documented # of minutes through lesson plans; # of students enrolled in PE/ Athletics/Marching (Band/Cavalettes/Cheer/= Marching band 200 Cavalettes and Red Rubies 60 Cheer 50); # of PE Waivers = 30'ish at middle school/ same at hs; Documented Rainy Day Physical Activities; FitnessGram Data (89%)

Wellnes & Physical Education	1 Unacceptable	2 Acceptable	3 Recognized	4 Exemplary	Data sources
Effective Management Healthy and Safe School Environment	<p>Students' perception of campus safety is not assessed on a regular basis. Campus' facilities are minimally secure for student safety.</p>	<p>Students' perception of campus safety is assessed by shows that less than 50% students report feeling safe. Campus' facilities are somewhat secure for student safety.</p>	<p>Students' perception of campus safety is assessed on a regular basis and shows that at least 90% of students report feeling safe. Campus' facilities are mostly secure for student safety.</p>	<p>Students' perception of campus safety is assessed on a regular basis and shows that 95% + of students report feeling safe. Campus' facilities are optimally secure for student safety.</p>	<p>Monthly playground Inspection logs (yes, my grounds crew); Olweus campus' plans; Olweus Survey results (see campus); District/Campus Safety Plans (see campus); Raptor System in place at all campuses (yes); Fencing around all campus' play yards (applicable K-8) almost; Crisis Manual for District in place/processes defined (yes, somewhat); Recommendations: Check on fencing, secured entries, raptor system, and morning assembly process (elementary campuses only)</p>
Effective Management of Counseling and Mental Health Services	<p>Campus Counselors provide no direct social/emotional counseling to students. Other means of social/emotional counseling support during the school day is not offered at the campus' level. Suggestions for community counseling are not provided. Parenting Education/Sessions are not provided to the entire community.</p>	<p>Campus Counselors provide minimal social/emotional counseling to students. Other means of social/emotional counseling support during the school day is offered at the campus' level only in crisis situations. Suggestions for community counseling are provided only on request. Parenting Education/Sessions are provided to the entire community 1x/year.</p>	<p>Campus Counselors are providing occasional social/emotional counseling to students upon request. Other means of social/emotional counseling support is offered during school hours at the secondary level only. Suggestions for community counseling are provided to students and families who are identified as needing support. Parenting Education/Sessions are provided to the entire community bi-annually.</p>	<p>Campus Counselors are providing direct counseling to students, on request and when identified as needing support, both 1:1 and in group settings. Other means of social/emotional counseling support during school hours is offered at both elementary and secondary levels. Suggestions for community counseling are provided to students and families in our community who are identified as needing support. Parenting Education/Sessions are provided to the entire community quarterly.</p>	<p># of counselors on each campus; # of students being served by Austin Family Institute (40+); # of students being served by Lakeway Counseling Center (varies, due to DAEP, but close to 50); # of students in the DAEP utilizing SMART (all); # of parents desiring parent education/support sessions (survey); Recommendations: How do we serve students with severe behavior issues, elementary through high school? Should we rename our campus counselors to "academic advisors"and then outsource the counseling portion? How can we better serve our parents through education? Through what means would we teach? DAEP parents?</p>

Wellnes & Physical Education	1 Unacceptable	2 Acceptable	3 Recognized	4 Exemplary	Data sources
Effective Management of Staff Wellness Promotion	No Employee Assistance Program is offered. No Health Fairs/immunizations are offered for staff. No opportunities are provided for staff to increase knowledge and participation in healthy eating and physical education.	Employee Assistance Program is offered with 2% of staff participating. Occasional Health Fairs/immunizations are offered for staff with little participation. Rarely there are opportunities for staff to increase knowledge and participation in healthy eating and physical education.	Employee Assistance Program is offered with 5% of staff participating. Annual Health Fairs/immunizations are offered for staff with improving participation. Occasional opportunities for staff to increase knowledge and participation in healthy eating and physical education.	Employee Assistance Program is offered with 10% of staff participating. Bi-Annual Health Fairs/immunizations are offered for staff with at least a 5% increase in numbers each time. Regular opportunities for staff to increase knowledge and participation in healthy eating and physical education.	# of participants in the EAP program (61); 10% would be 100 staff members this year; # of participants in free flu shot clinics, etc. ; (went from 226 to 331 in one school year, for staff participating); # of opportunities for staff to increase knowledge regarding proper nutrition as connected to mental acuity and better teaching (0); # of opportunities for staff to participate in physical challenges with motivational outcomes (0); Recommendations: How would you rate your campus' health habits (walk clubs, health activities, competitions)?
Effective Management of Parent/Community Involvement	No family or community participation in community-based wellness programs. SHAC is not composed of 2/3 parents (as required by law). Wellness Committee was not formed, as required by law.	Little family or community participation in community-based wellness programs. SHAC is composed of 2/3 parents (as required by law) but meeting attendance does not reflect that commitment. Wellness Committee was formed, as required by law, yet has mainly district representation.	Good parent/community participation in community-based wellness programs. SHAC is composed of 2/3 parents (as required by law), meets 4x/year and most of the time has 2/3 parents present. Wellness Committee was formed, as required by law, and is well balanced between community members and district members.	High level of family/community participation in community-based wellness programs. SHAC is composed of 2/3 parents (as required by law). Meets quarterly, and has high parent representation with successful action item attainment. Wellness Committee was formed, as required by law, and has created a wellness policy for district approval.	# of community/parents on SHAC (15); # of community/parents on FANS PAC (10); # of community/parents volunteering for FitSmart (over 100); # of sponsors/partners for FitSmart (10); # of attendees at FitSmart (200; # of parents supporting campus' Field Days; Departments collaborating for wellness events?; Recommendations: How can we get more of our district involved in FitSmart, all levels...students, parents, community? How can SHAC become more effective at the campus level? How will the Wellness Regulations be usable at the campus level?