

School Health Advisory Council Self-Assessment

Original publication: September 13, 2010

1st Revision: November 12, 2012

2nd Revision: November 10, 2014

It is important for a district School Health Advisory Council (SHAC) to periodically assess how well it works. SHAC members should ask themselves whether the SHAC does what it is supposed to; is it meeting its objectives, and if so, to what extent will the objectives be accomplished by the target date? Here are some questions to help evaluate how well the SHAC is functioning. An effective SHAC should be able to answer "yes" to each question. SHACs may want to consider including the results of the self-assessment in their annual report to the school board.

Organization of the SHAC:		Yes	Partially/ Maybe	No	Comments/Note
1	Does SHAC membership represent key segments of the community? Are ethnic and economic groups adequately represented?	✓			
2	Are SHAC member roles and responsibilities clearly defined?	✓			
3	Have members received sufficient orientation?	✓			
4	Are members willing to devote the necessary time?	✓			
5	Do SHAC members have an understanding of the availability of resources for the SHAC?	✓			
6	Is the structure of the SHAC clearly defined (for example, leadership roles and responsibilities, subcommittees, etc.)?	✓			
7	Is an elected chairperson providing positive and productive leadership?	✓			
8	Are procedures established and utilized for conducting business?	✓			
9	Have bylaws been established?	✓			



10	Are regular meetings occurring? Is the SHAC meeting at least four times per year? Are 50% - 75% of members attending?		✓		
11	Does the SHAC have knowledge of the techniques for managing controversy and how to utilize them?	✓			
	Goals and Activities:	Yes	Partially/ Maybe	No	Comments/Note
12	Did the SHAC write a Vision Statement? A Mission Statement?	✓			
13	Has the SHAC conducted an assessment with the district staff? Were needs identified? Were goals set based on those needs?		✓		
14	Do SHAC plans and activities focus on the goals and objectives set by the SHAC and have completion dates been set?	✓			
15	Are efforts made to reach goals and objectives by the targeted completion dates?	✓			
16	Does the SHAC implement activities to support coordinated school health programming?	✓			
17	Does the SHAC address all ten components of a coordinated school health program?	✓			
18	Has an understanding of coordinated school health and its value to the community emerged as a result of SHAC activities?	✓			
19	Are regular reports made to the district staff or school board? Was the state-required annual report made to the board?	✓			
	Communication:	Yes	Partially/ Maybe	No	Comments/Note
	Do SHAC members have an awareness of:				
20	✓ The status of school health programs in the schools in their district?	✓			
21	✓ The role of the school district liaison?	✓			



22	✓ The school board's and school administration's knowledge about and support of school health?	✓			
23	✓ The values and attitudes of the school/community including special interest groups?	✓			
24	✓ The processes available for community and student input on school health issues and SHAC activities, as well as, processes for communication to the community from the SHAC?	✓			
25	✓ The current local and state legislative mandates and historical perspectives?	✓			
26	✓ State and national developments in school health?	✓			
The SHAC's Role:		Yes	Partially/ Maybe	No	Comments/Note
27	Does the school board and school administration recognize and support the SHAC's role in improving/promoting school health? For example; do district personnel or board members seek advice from the SHAC and act on SHAC recommendations?	✓			
28	Do schools and the community recognize the SHAC as a valuable asset in promoting the health of students and school personnel?	✓			
29	Does the SHAC and its members receive recognition for their contributions in school publications, news releases, or other communication channels?	✓			

References:

The SHAC Self-assessment Tool was developed from the following resources:

- Department of State Health Services School Health Program, Child Health and Safety Branch, "What Factors Influence the Effectiveness of a SHAC?" and
- "How are SHACs Evaluated?" *School Health Advisory Council: A Guide for Texas School Districts, 2007*: 18-19. The guide can be accessed on the



School Health Program Web site at
www.dshs.state.tx.us/schoolhealth/SHACGuide2007.pdf.

Additional SHAC Self-assessment Resources:

- Missouri Coordinated School Health Coalition:
www.healthykidsmo.org
- Florida Healthy School District Self Assessment Tool:
www.doh.state.fl.us/Family/CSHP/Healthy_District_Self-Assessment_Tool.pdf
- Florida School Health Advisory Committee Manual
- Texas Education Agency CSH Requirements and Approved Programs
www.tea.state.tx.us/index2.aspx?id=2812&menu_id=2147483656

The SHAC Self-assessment Tool was developed by the Texas School Health Advisory Committee (TSHAC) to support continuing growth of district SHACs. If you have any questions, or would like additional information on the TSHAC, visit <http://www.dshs.texas.gov/shadvise.shtm> or contact the School Health Program at SchoolHealth@dshs.texas.gov.

The external links to other sites appearing in the self-assessment are intended to be informational and do not represent an endorsement by the Texas Department of State Health Services (DSHS). The sites also may not be accessible to people with disabilities. External links are provided to you as a courtesy. Please be advised that you are not linking to the DSHS and DSHS policies do not apply should you choose to correspond. For information about any of the programs listed, contact the sponsoring organization directly. Copyright free. Permission granted to forward or make copies in their entirety as needed.

Texas Department of State Health Services
School Health Program MC 1923
P. O. Box 149347
Austin, Texas 78714-9347
www.dshs.texas.gov