

FBISD



April Meeting: ABL

SCHOOL HEALTH ADVISORY COUNCIL
April 9th, 2025



Lead
THE PAC

FBISD SHAC 2024-2025
April 9th, 2025 Meeting Agenda
Theme: Action Based Learning

#YouAreNotAlone

- | | | |
|------|---|-------------------------------------|
| | | (Time: 12:00 - 12:05pm) |
| I. | Welcome– Catalina Flores-Rau, SHAC Chair | |
| | A. Mindful Moment, Wellness Coalition | 5 min |
| II. | Presentations | <u>(Time: 12:05-12:50pm)</u> |
| | A. Action Based Learning: ABL Defined, District Updates and Supports | 20 min |
| | - Shannon Nash, Wellness & Prevention Specialist | |
| | B. Integrating Physical Activity Into The Classroom With MAGIC (Movement for academic growth in classrooms) | 20 min |
| | - Drs. Derek Craig & Timothy Walker, UTHealth Houston School of Public Health | |
| | C. Q&A | 5 min |
| III. | Administration | (Time: 12:50 – 1:15pm) |
| | A. Vote on Minutes from the February SHAC Meeting-Derek Craig, SHAC Secretary | 5 min |
| | B. SHAC Goals Review – Catalina Flores-Rau, SHAC Chair | 10 min |
| | C. Membership Roster Update, Jigisha Doshi, SHAC Membership Chair | |
| | D. Upcoming Events- Shannon Nash, Wellness, Health & Prevention Specialist | 10 min |
| IV. | Meeting in Closed Session | <u>(Time: 1:15-1:30 pm)</u> |
| | Subcommittees Convene – Discuss Action Based Learning | |
| V. | Meeting Closure- Catalina Flores-Rau, SHAC Chair | |



Mindfulness Moment





Action Based Learning:

ABL Defined, District Updates and Supports

Shannon Nash, Specialist Health, Wellness & Prevention

ABL Defined

- Action Based Learning (ABL) is a teaching methodology based on brain research that supports the link between movement and learning to improved academic performance and behavior.

- ABL is a whole child approach to improving the health, wellness and education of all children.

- Action Based Learning focuses on applying brain-based research to the learning environment, understanding the brain body connection, and how we can use movement to prepare the brain to learn.

Benefits of an ABL Lab!

Movement lays the foundation for learning.

Improves
academic
performance.

Decreases
office
referrals.

Increases
student
attendance.

Provides a fun
and engaging
learning
environment.

- Many school-aged children are predominately kinesthetic processors.
- Using movement in the learning process helps many children retain and retrieve information more efficiently.
- Healthy, active kids make better learners.
- The concepts in the ABL Lab are based on brain research that supports the link between physical activity and increased academic performance.
- The ABL lab can improve performance of students of all ages and abilities.



Why you NEED an ABL Lab!

Movement lays the foundation for learning.

Physical Activity Benefits the Brain First!!

Provides an enriched learning environment.

Grows New Brain Cells.

Aids Cognition.

Triggers BDNF Production.

Reduces stress.

Improves behavior.

Increase attention.

Balance sleep cycles.



FBISD Action Based Learning (ABL) Model

- Supports the Whole School, Whole Community, Whole Child Model (WSCC).
- Aligns with WSCC's Comprehensive School Physical Activity Program component.
- Provides framework to support Campus Wellness Goals related physical activity, health and wellness.



FBISD Action Based Learning (ABL) Model

Campus Administrator and ABL Teacher Training

- BOTH attend National ABL Summit.



Campus Classroom Teacher Training

- ABL Teacher delivers ABL training during PD sessions and faculty meetings throughout the school year.
- Beginning of the year ABL 101 & Lab expectations.
- Ongoing classroom integration of ABL strategies.



ABL Lab

- Students attend the ABL lab.
- Dedicated lab space in the building.
- Implemented during ESL/Bilingual Summer School.



ABL in the Classrooms / Common areas

- ABL Instructional strategies incorporated into classroom, academic movement lessons.
- Kinesthetic corners, flexible seating, morning movement, and brain boosters. Ex. Kinesthetic Library



ABL Lab vs. ABL in the classroom.

ABL Lab



- Students attend the ABL lab.
- Dedicated lab space in the building.
- Implemented during ESL/Bilingual Summer School.



ABL in the Classrooms / Common areas

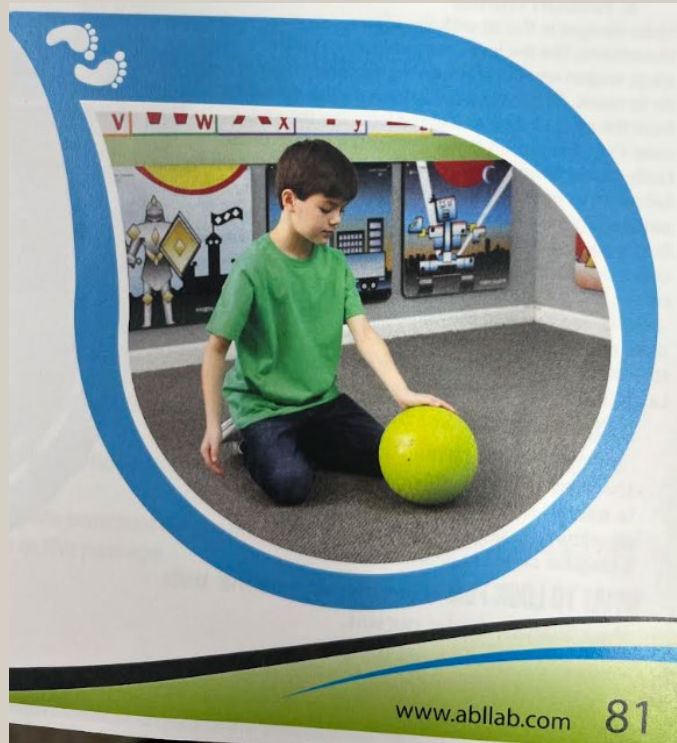


- ABL Instructional strategies incorporated into classroom, academic movement lessons.
- Kinesthetic corners, flexible seating, morning movement, and brain boosters. Ex. Kinesthetic Library



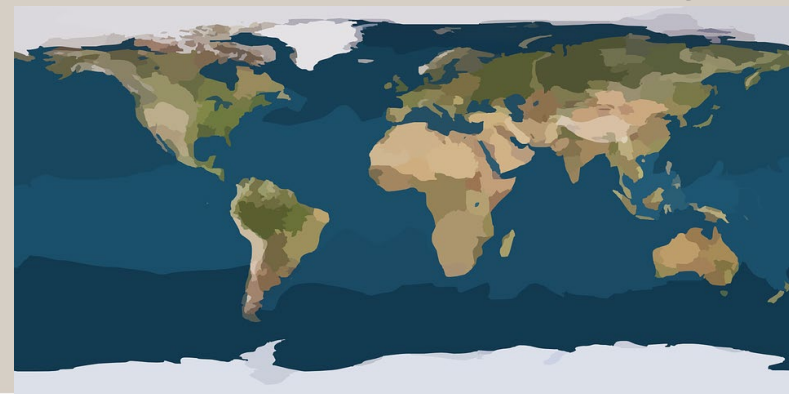
What to look for:

- eyes tracking without the head turning, focusing on the ball;
- wide rolls to increase peripheral vision.
- Upon mastery;
 - Add Sight words, numbers, or letters.



THE CONTINENTS: Brain Body Mapping

- **Objective:** Students will review map and geography terms including the names of the continents.
- **Cognitive Link:** Brain body mapping engages the senses and memory pathways for better retention of memory.



2.6A identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes



FBISD Action Based Learning Lab Models

Lab Model 1

- Identified students on campus attend the ABL lab.
- Students attend the lab **2-3 times per week with classroom teacher.**
- Lab session lasts 20-30 minutes.
- Use Intervention/Enrichment time block.
- Open Lab times are offered.
- Academic content integration occurs sooner in this model. Students motor skill acquisition rate is faster due to frequency of lab attendance.

Lab Model 2

- All students on campus attend the ABL lab. BEST PRACTICE
- Students attend the lab **1 time per week**
- Schedule is part of the outclass rotation. 45 minutes in duration.
- Foundation progressions remain for 2-3 weeks to allow for motor skill acquisition.
- Content integration occurs later as more time spend at early in the year on Foundational skill progression mastery.
- 2 blocks of Open Lab time
- ABL minutes do not count as PE minutes. Students are to be offered PE 2x per week.

Lab Model 3

- PK-2 students on campus attend the ABL lab.
- Focus is on the younger brain which benefits more from coordinative motor movement that develops learning systems and fills in developmental gaps.
- Focus early in the year on motor skill acquisition.
- Students attend the lab 2-3 times per week with classroom teacher or send small groups w aide.
- The foundations act as a checklist for learning readiness

ABL Celebrations & Updates

District Finalist
Teacher of the Year:
ABL Teacher,
ASHLEY EAST,
BRBGE

- 6 campuses with ABL Labs
- 3 Campuses will implement ABL Labs as part of their ESL & Bilingual Summer School Programming.
- ABL Teachers developed Campus Support Plans aligned to Campus Improvement Plan goals. Teachers work with campus leaders to track impact of the lab on chosen CIP goals.

Mid- Year Teacher Survey
Results



Mid- Year Classroom Teacher Survey: 44 Responses

| | | | | | |
|----------------|---|--|---|---|---|
| | Students enjoy participating in ABL lab activities. | Students that participate in the ABL Lab show improved memory retention. | Students that participate in the ABL lab show increased focus and attention | Students that participate in the ABL lab return to the classroom reset and their brain is ready to learn. | I see the benefits of Action Based Learning for students. |
| Average Rating | 3.93 | 3.57 | 3.63 | 3.74 | 3.73 |

| | | | | | | |
|----------------|--|---|--|--|---|---|
| | Students that participate in the ABL lab show improved grades and close learning gaps. | Students participating in the ABL lab show a decrease in behavioral issues. | Students that participate in the ABL lab show an increase in attendance. | I have learned ABL strategies and implement them in my classroom | I believe action-based learning fosters a positive learning environment for students. | I recommend the ABL lab/program continue my campus. |
| Average Rating | 3.39 | 3.43 | 3.19 | 3.37 | 3.81 | 3.84 |



Mid- Year Classroom Teacher Survey: 44 Responses

13. Please provide any additional anecdotal evidence related to Action Based Learning on your campus.

14 Responses

| ID ↑ | Name | Responses |
|------|-----------|--|
| 1 | anonymous | Coach East is a wonderful instructor who cares about the whole student inside and outside of school. |
| 2 | anonymous | Thank you |
| 3 | anonymous | I have implemented several of the strategies from ABL in my teaching environment. IT DEFINITELY WORKS, THANK YOU COACH EAST!!! |
| 4 | anonymous | Coach is a wonderful addition to our school. Our students look forward to their ABL class weekly. Their eyes light up when they see her. |
| 5 | anonymous | N/A |
| 6 | anonymous | N/A |
| 7 | anonymous | Coach Lewis has been great addition to our campus and also has been great job with adding curriculum incorporated with education. The students really like his class alot! |
| 8 | anonymous | ABL is a good break for kids to learn in a fun and active way. |

| | | |
|----|-----------|---|
| 9 | anonymous | I really enjoy learning different interactive ways to teach content. The students look forward to attending ABL and use the strategies taught for conflict resolution/ taking turns. |
| 10 | anonymous | Coach East is the best!! |
| 11 | anonymous | Coach King is great at pulling my students for ABL. They really enjoy their time at the ABL lab. It helps to keep them focused and minimizes behavior problems. |
| 12 | anonymous | The ABL teacher is a huge asset for our school. Our students get a great enjoyment out of the ABL lessons. |
| 13 | anonymous | One great example of Action Based Learning on our campus is how students apply mathematical concepts to real-world problem-solving. |
| 14 | anonymous | Coach Lewis always is very attentive with students and collogues. My students enjoy his fun and active classes. Also, he always is on time and with perfect attendance. We appreciate his job and he is a great asset for our campus. |

I ♥ MATH

ABL Classroom – Quick Math

Building Cognitive Capacity

Foundation: Problem Solving

Addition

Odd or Even



Multiplication

Find the
Missing
Number.

○

⑤

②



Integrating Physical Activity into the Classroom with MAGIC

Fort Bend ISD SHAC Meeting, April 2025

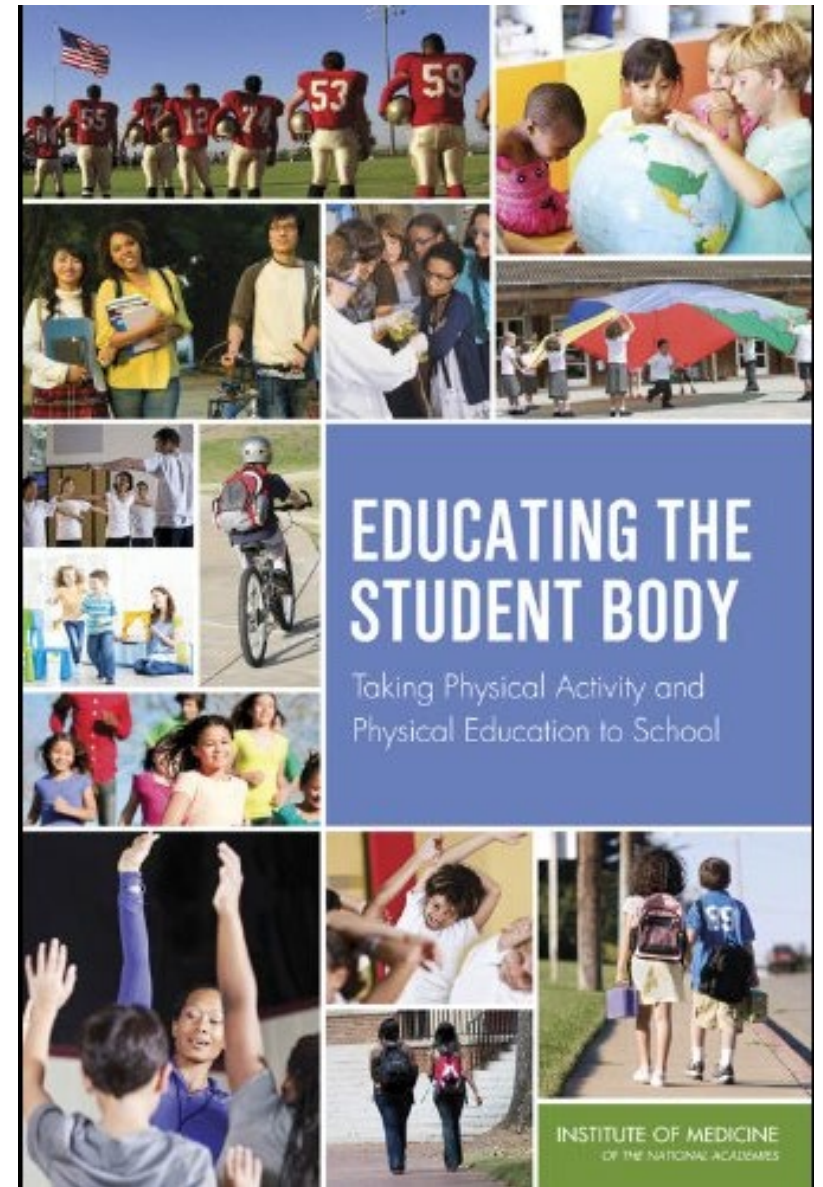


Presented by: Derek Craig, PhD & Timothy Walker, PhD

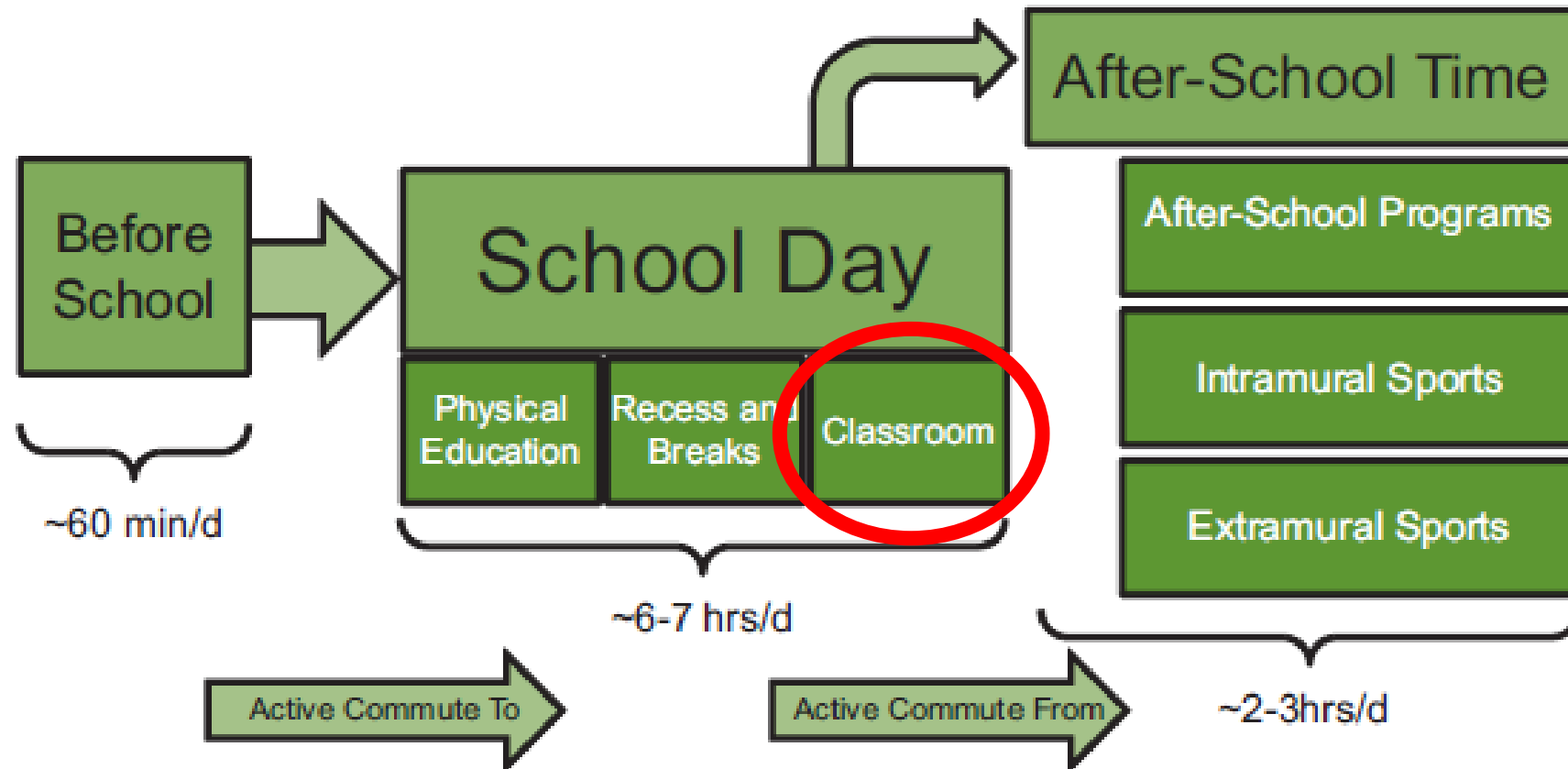
Presentation Overview

- Discuss physical activity promotion in schools
- Provide overview of MAGIC
- Highlight collaboration opportunities

Authorities recommend children participate in ≥ 60 minutes of moderate-to-vigorous physical activity each day, more than half of which should be done during school hours



Whole-of-School Approach to Physical Activity



What Works to Get Kids Active

Schools and communities can help kids get the 60 minutes of physical activity they need each day



Bassett, D.R. et al. (2013). Estimated Energy Expenditures for School-Based Policies and Active Living. American Journal of Preventive Medicine. 42(2), 108-113. Link to paper <http://www.sciencedirect.com/science/article/pii/S0749379712008057>

Classroom-based Physical Activity Approaches



Brain boosts

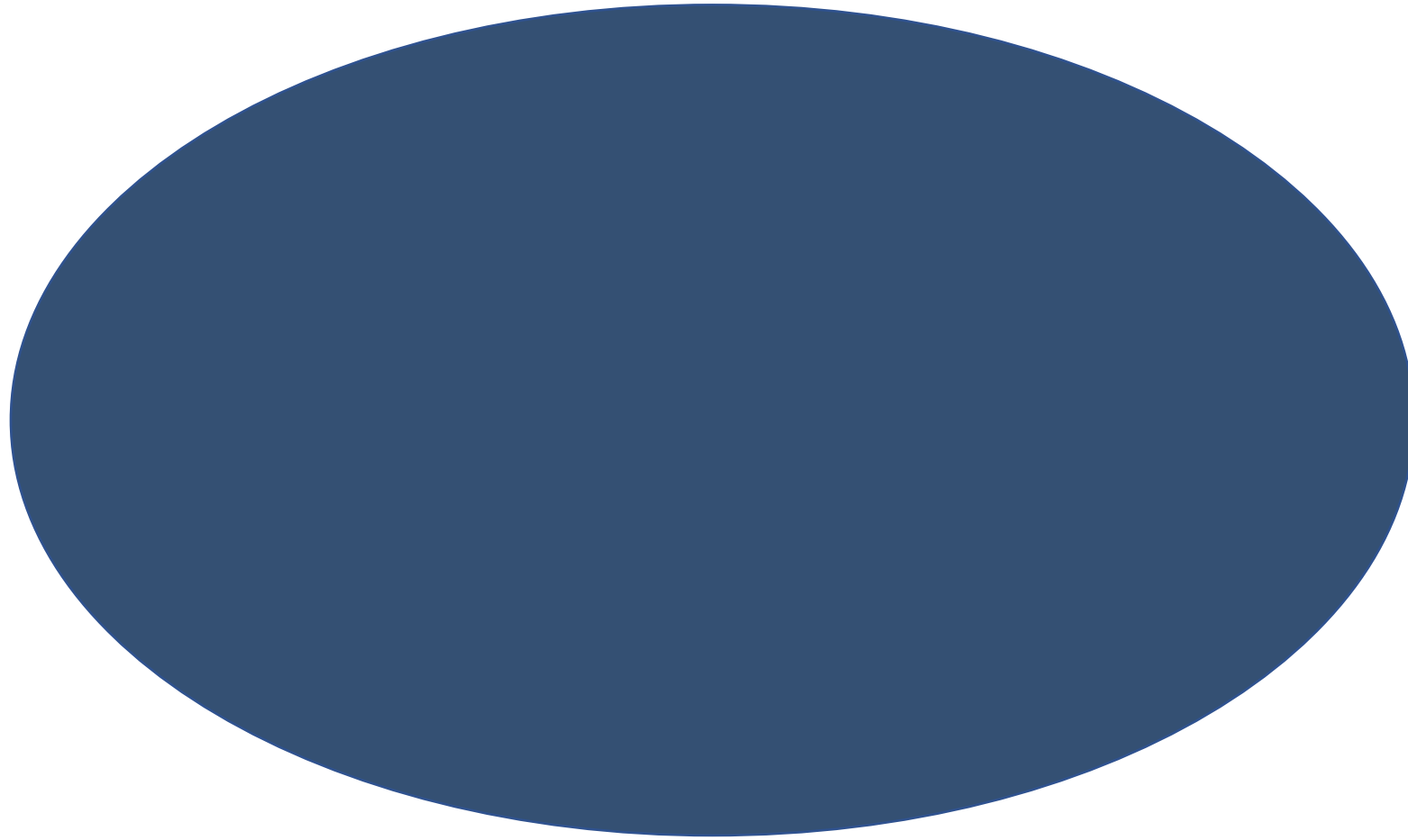


Active lessons



Motor Labs

Guess the Number



Guess the Number

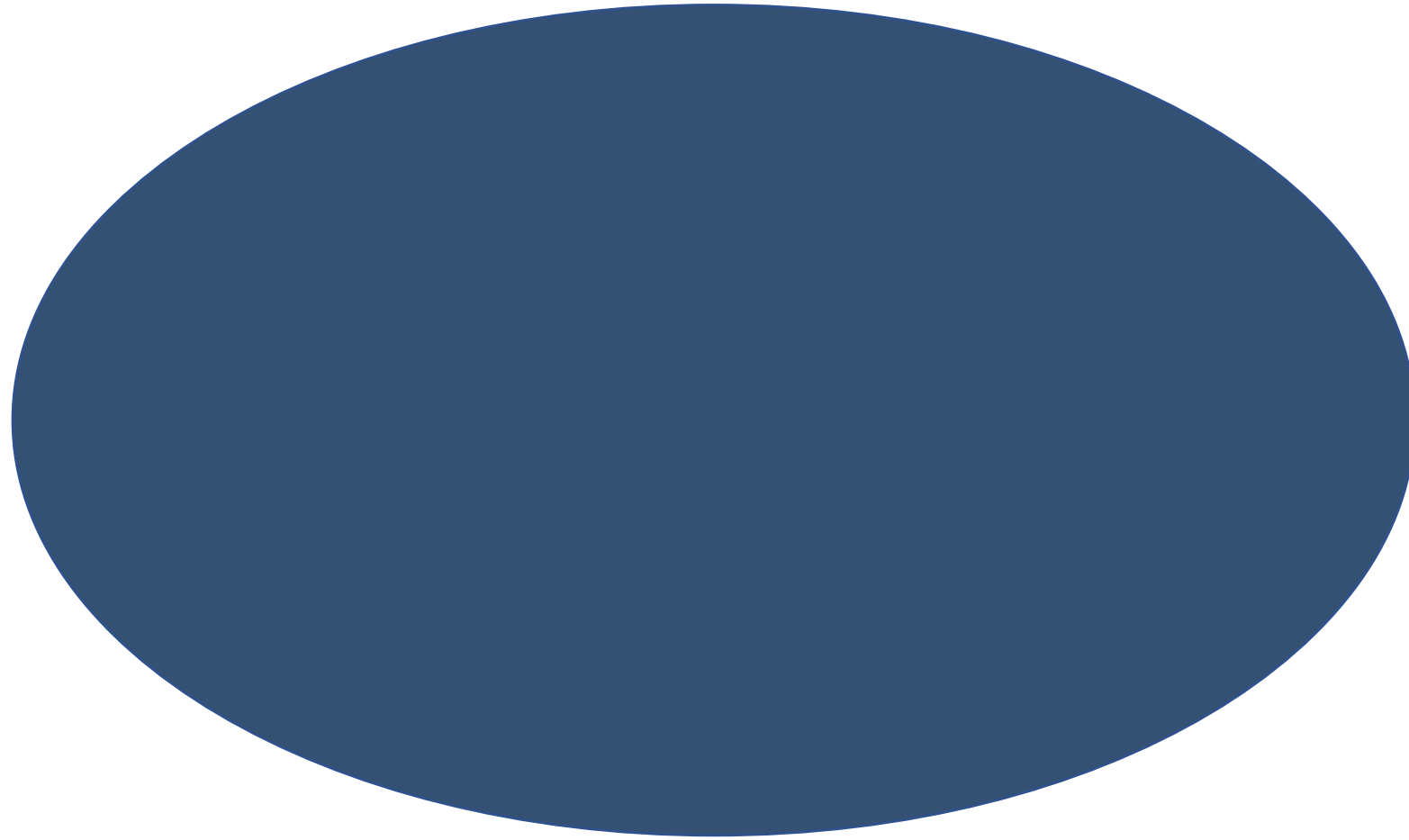
83

Guess the Number

Most active student engaged in an average of 83 minutes/day of moderate-to-vigorous physical activity

| Grade | MVPA mins/day |
|-----------------|---------------|
| Kindergarten | 83 |
| 1 st | 66 |
| 2 nd | 35 |
| 3 rd | 32 |
| 4 th | 42 |

Guess the Number



Guess the Number

8

Guess the Number

least active student engaged in an average of 8 minutes/day of moderate-to-vigorous physical activity

| Grade | MVPA mins/day |
|-----------------|---------------|
| Kindergarten | 15 |
| 1 st | 12 |
| 2 nd | 17 |
| 3 rd | 11 |
| 4 th | 8 |

School Staff Observed and Perceived Benefits of School-Based Physical Activity

Academic

Learning Readiness
Learning Engagement
Academic Performance

Social-Emotional

Behavior
Interpersonal and Social Skills
Classroom Culture

Physical

Brain Health
Skill Development
Physical Health

Instructional

Quality Teaching Time
Helpful Teaching Tool
Teacher-Student Relationships

Implementation Challenges

- Lack of leadership support
- Lack of time to provide physical activity
- Low levels of teacher skill/self-efficacy
- Lack of knowledge/awareness of resources

Our Strategy



We aim to shift how school leaders, teachers, and staff view the role of physical activity in schools

Our Strategy

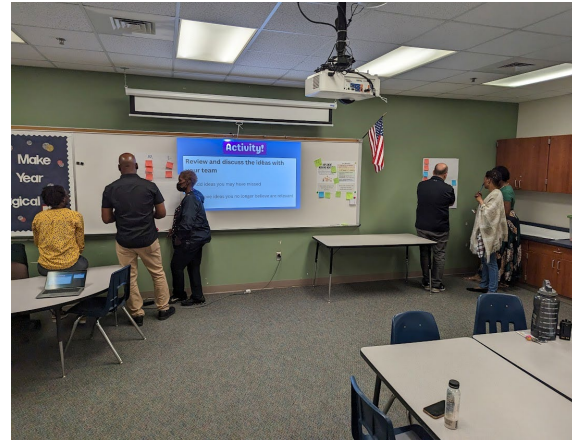


“Instead of having them (students) be off task and get in trouble because they are moving—let us put that as part of their day, so there’s a reason and purpose for movement, and then they can refocus.”

Assistant Principal

Strategy Overview

1) Leadership Training



2) Teacher Training



3) Newsletter

FEBRUARY 2024

MAGIC
movement for
academic growth
in classrooms

Research shows you will get more out of your students by providing brain boosts. Students are more attentive and ready to learn when their movement needs are met!

Two tips to help you include brain boosts when your schedule is busy:

- Identify strategic times in your schedule to use brain boosts:
 - Beginning/end of the day
 - Transitions between subjects
 - After lots of sitting time
 - Before assessments/important lessons
- Have a pre-selected brain boost ready for when students show signs of:
 - Sleepiness
 - Restlessness/Fidgeting
 - Lack of focus/Daydreaming



Do you ever lose focus after sitting through a long training session? Your students probably feel this way too!

Boosts improve the quality of instruction time because students will be less interruptive.

REMEMBER
Use a variety of brain boosts. This will help keep students

PRIMARY BOOSTS

MAGIC
movement for
academic growth
in classrooms

FEBRUARY THEMES:

- Valentine's Day
- Black History Month

VALENTINE'S DAY FREEZE - JACK HARTMANN (3:21)

THE BLACK PANTHER WORKOUT (4:31)

IT'S FEBRUARY, BLACK HISTORY MONTH! JACK HARTMANN (3:12)

KIDS HEART CHALLENGE THIS OR THAT (4:50)

TEACHER-LED BOOSTS

HOT POTATO

- Divide the room into small groups
- Use an object, like a bean bag, that you can pass around each group
- When you start the music, the students begin passing the object
- When the music stops, the student holding the object answers a review question

WHAT ARE YOU DOING? ? ? ?

- Ask everyone to stand in a circle
- A designated student will begin acting out an activity
- The person to their right will ask, "What are you doing?"
- The designated student responds with a new activity, while still acting out the original one
- The student begins acting out the new activity, and the game continues around the circle

"I like that y'all showed us what these boosts were. Instead of just being like, here's how it goes...But once you see it and you've done it, then you're like, okay, I like this... You do it, and you're like, oh, they [students] would like it."

Kindergarten
Teacher

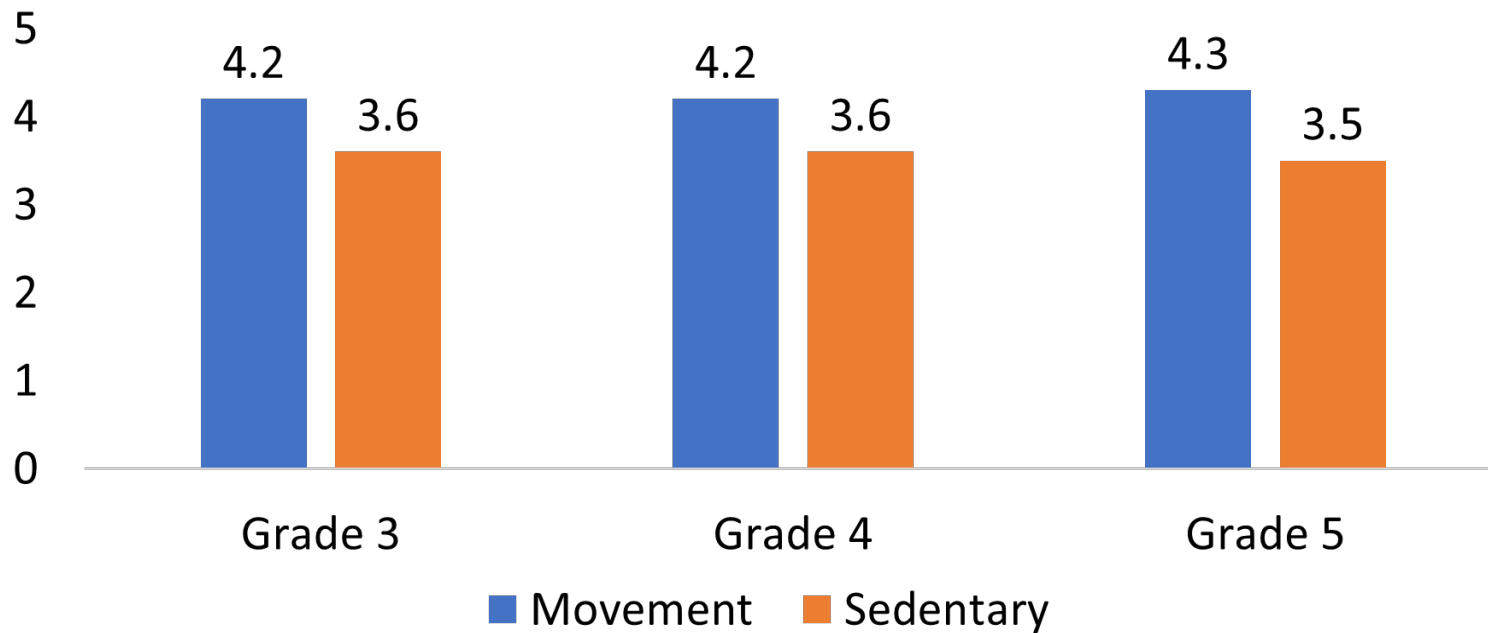
"Y'all had us participate in it and had us go, oh, this was cool, we liked this. So, getting that buy-in from us and presenting that information to us on our level helped us whenever it came time for the teachers."

School Leader

Findings

Acceptability of PABs & PALs

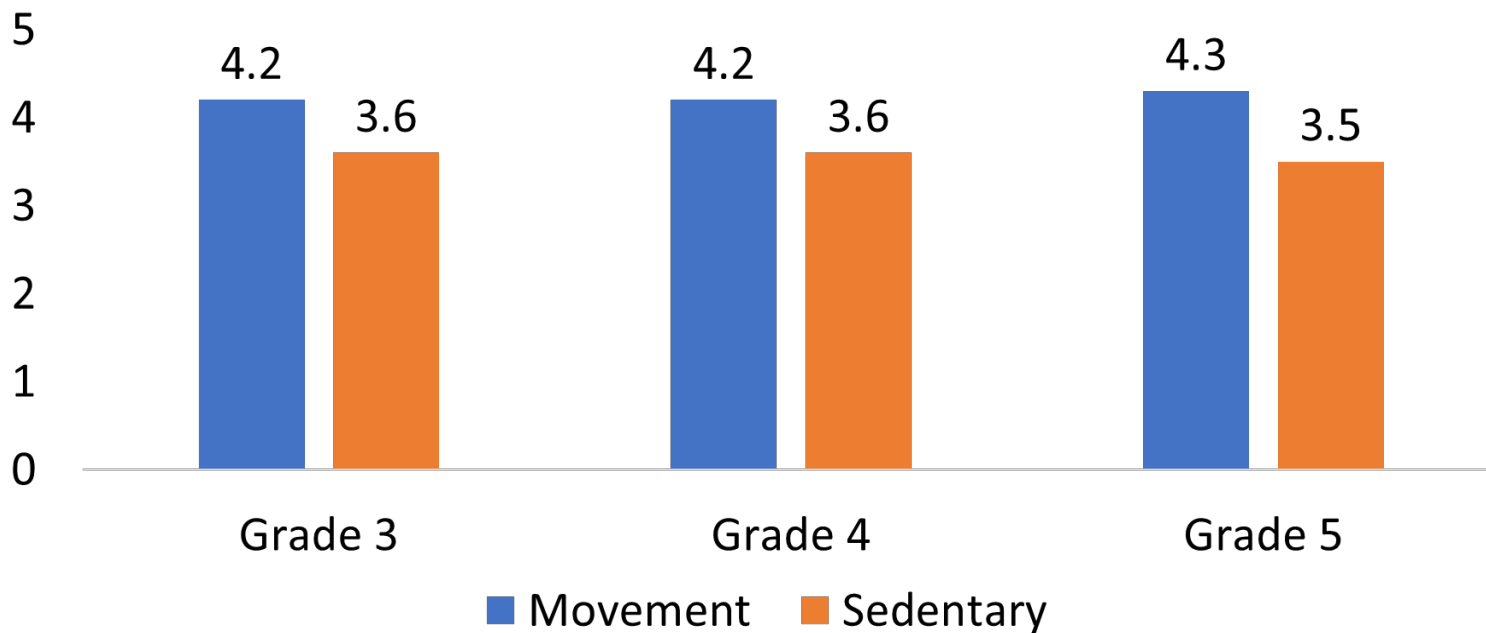
Mean Self-Report Student Enjoyment of Movement vs.
Sedentary Learning



Findings

Acceptability of PABs & PALs

Mean Self-Report Student Enjoyment of Movement vs. Sedentary Learning



“Sometimes when we’re reviewing, we play four corners...it makes math better than just doing work...because we don’t want to just sit in our chair all day and just write. And it’s fun because we get to like run around.”

3rd Grade Student

Collaborations with FBISD

- UTHealth recently received a grant from the American Heart Association to further study MAGIC with FBISD's ABLs
- UTHealth submitted a grant with FBISD's Department of Early Childhood to increase physical activity in pre-kindergarten classrooms.
- Discussions about adapting MAGIC for middle and high school campuses are ongoing.

Questions?

Derek Craig, PhD

Assistant Professor

Derek.W.Craig@uth.tmc.edu

Timothy Walker, PhD

Assistant Professor

Timothy.J.Walker@uth.tmc.edu

 UTHealth[®] Houston

School of Public Health

Center for Health Promotion
and Prevention Research

Findings

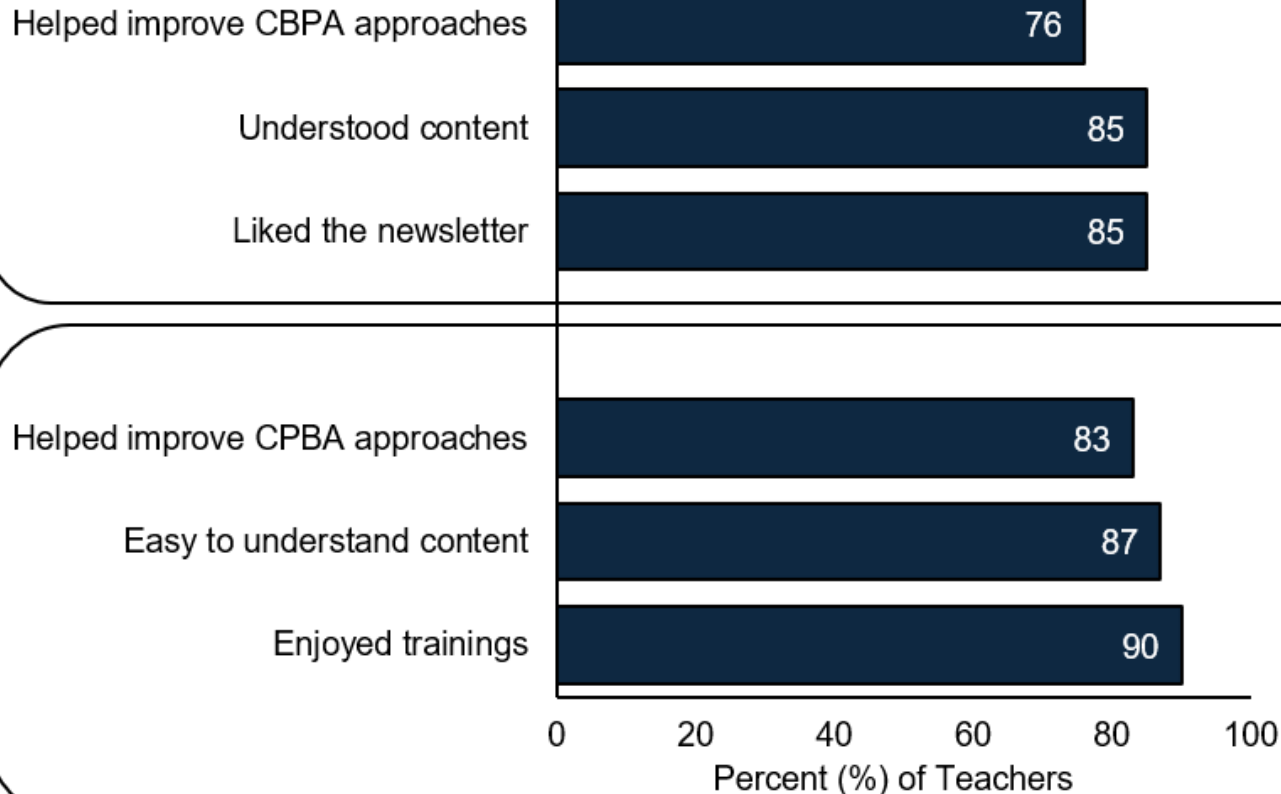
Figure 2: Preliminary Acceptability Findings

QUANTITATIVE FINDINGS

TEACHER FEEDBACK

QUALITATIVE FINDINGS

Newsletters



Newsletter Content

Used the links & suggestions

Learned about variety of boosts

Liked seasonal the ideas

Newsletter Format

Were easy to follow

Were to the point

Were simple and colorful

Teacher Trainings

Firsthand Experience

Incorporated a variety of games

Learned by doing

Saw how to use in practice

Team Building

Everyone was involved

They boosted morale

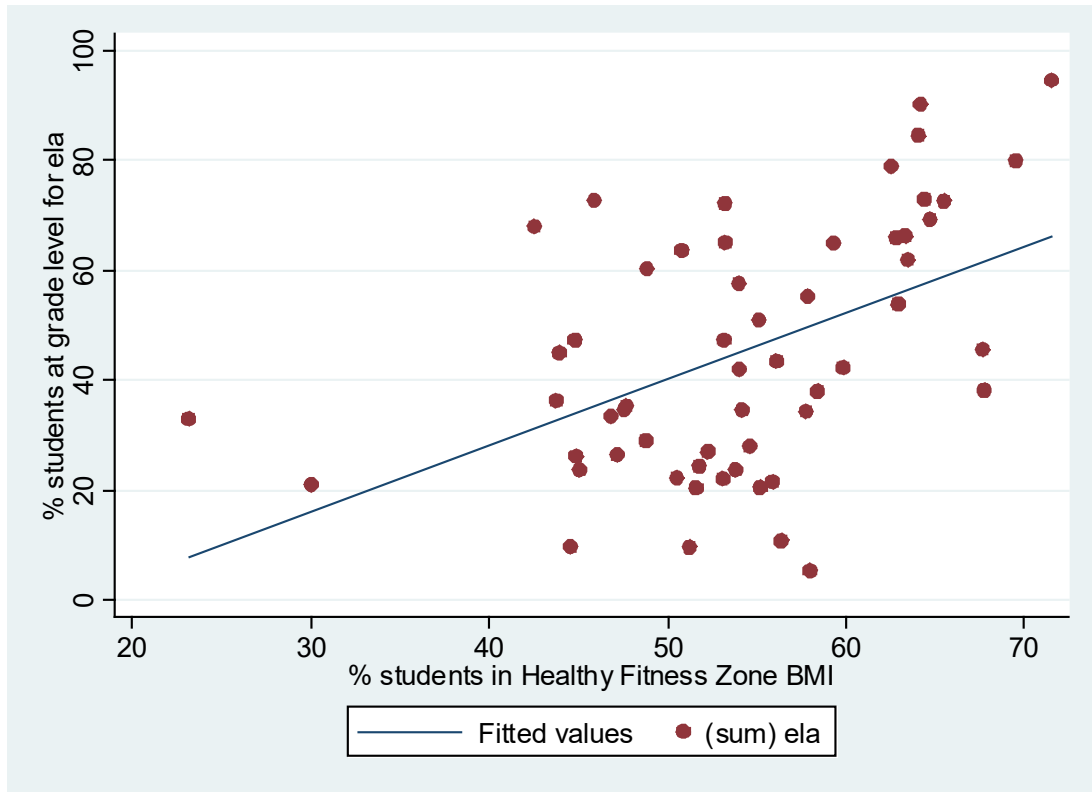
Saw team members utilize strategies

Format

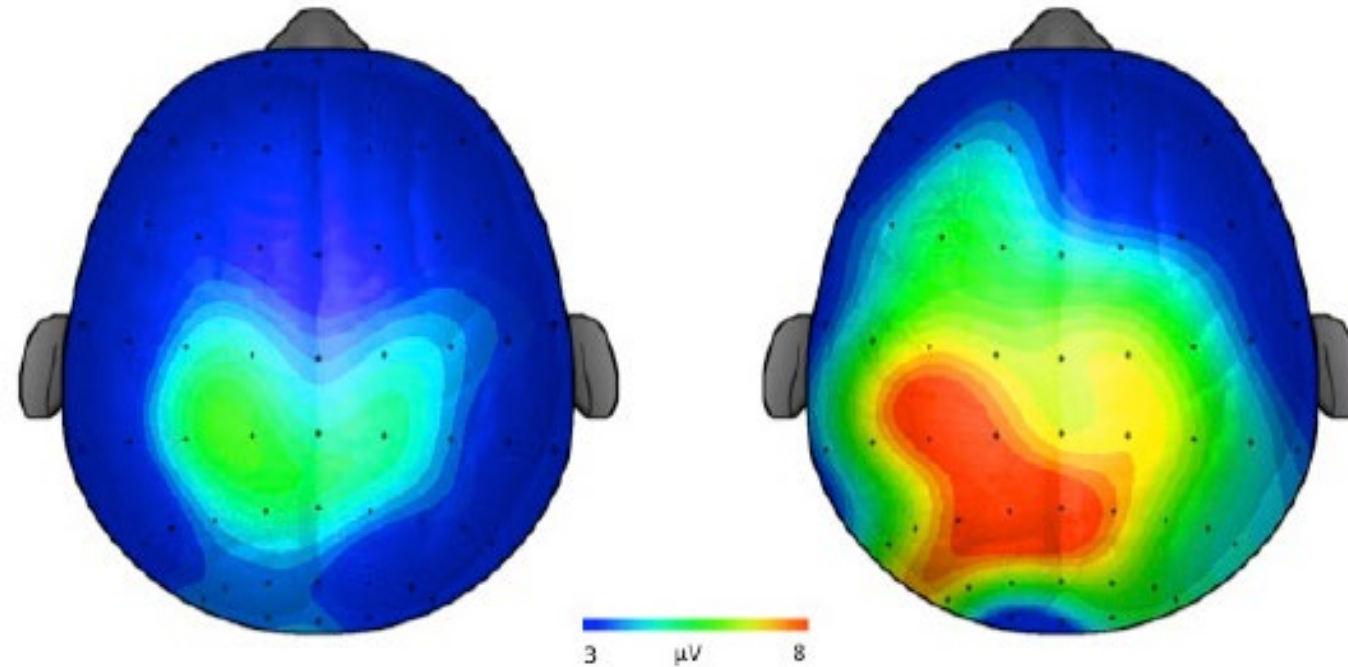
Were the point

Were active

Were fun and authentic



These two brain images, taken from the top of the head, represent the average amount of students' neural activity during a test following sitting and walking for 20 minutes. The color blue represents lower neural activity, while the color red denotes higher brain activity in a given region.

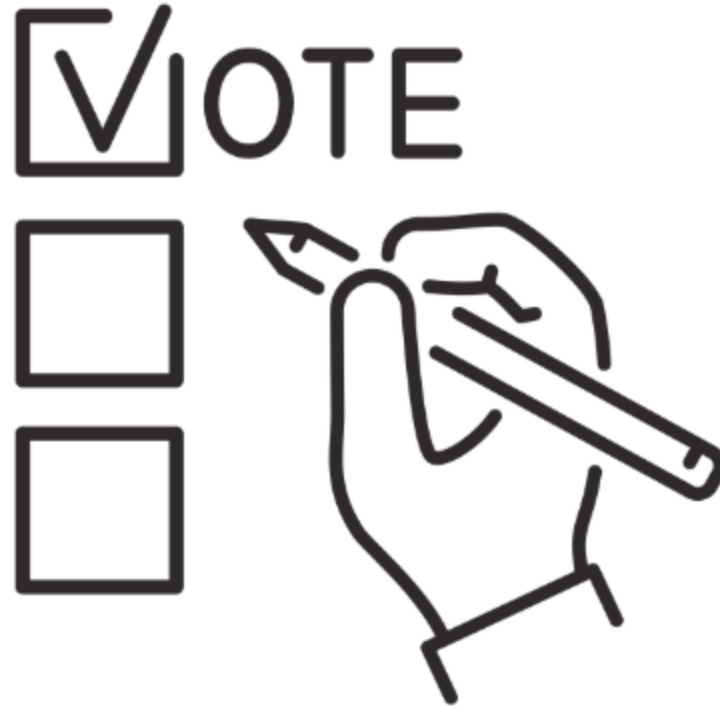


After 20 minutes of sitting quietly

After 20 minutes of walking

Image courtesy of Charles Hillman, University of Illinois at Urbana-Champaign

Meeting Minutes - Vote





**2024-2025
SHAC Annual Report
Board Review**

The SHAC TEAM



Parent Chair: Catalina Flores-Rau

Vice-Chair: Nicole Juracek

Secretary: Derek Craig

Membership: Jigisha Doshi

Ex Officio Chair: Allison Thummel

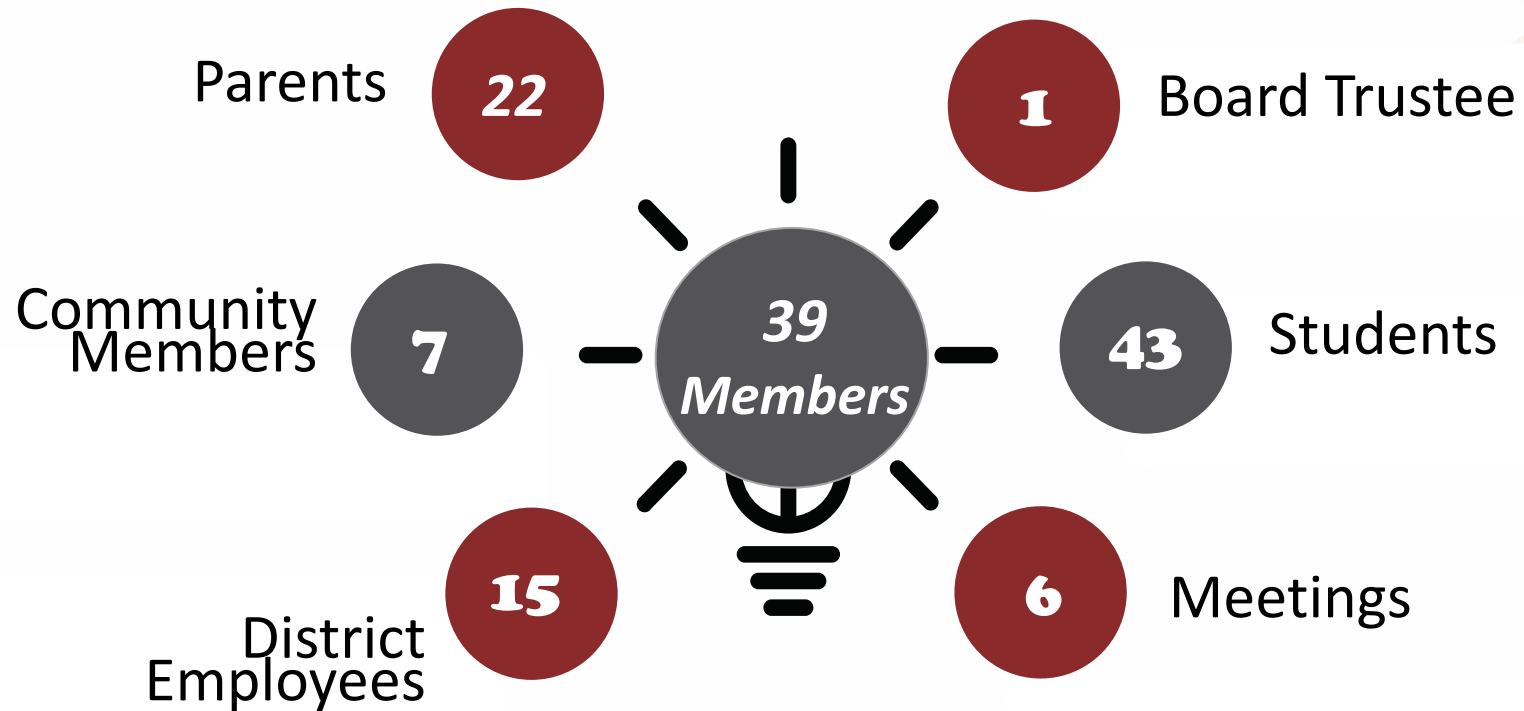
FBISD Coordinators: Lori Sartain,
Kim Taylor, & Shannon Nash

SHAC Sub-committees:

- Whole Child Health: Lori Sartain
- Campus Wellness Committees: Shannon Nash
- Health & Safety: **Bart Rosebure**
- Nutrition: Susan Nayeri
- PE/Physical Activity: Kim Taylor
- Student Wellness Coalition: Shannon Nash
- Communications: Briana Garcia



Our Numbers



2024-2025 SHAC MEETINGS

Mental Health

September 4th

District's Multi-Tiered System of Support (MTSS) & Mental Health Resources

Streamlining websites for student access.

Gun Safety

October 16th

Be SMART model for Kids & communication schedule for House Bill 3 regarding Safe Gun Storage.

Modified look of email and sending SMART flyers via Peach jar.

Cell Phone Use

December 4th

Healthy and unhealthy practices regarding cell phone and social media use & FBISD policies and struggles in the classrooms.

Creating a sound bite to summarize key points

School Start Times

February 19

Teen sleep science, school schedules, and strategies for High School start times.

Dr. Meers to present to principals.

Action-Based Learning

April 9th

District ABL initiative & ways to integrate active learning into regular instruction through teacher and staff training.

Hoping to have teachers trained on key principles



2025-2026 SHAC GOALS



Mental Health *Availability*

Streamlining the District process across campuses for students to gain access to their counselors



Sleep Hygiene *Best Practices*

Support all efforts to minimize activities before 8:30 AM for high school students



Active Learning *Champion*

Purposely integrate movement activities, such as brain energizers, in the classroom at all levels



Nutrition Focus *Educate*

Create an ongoing nutrition education series to encourage and support a healthy lifestyle to students districtwide.



Membership Roster Review

2024-2026 FBISD SHAC Membership roster ☆ 📁 ☁

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2024-26 FBISD SHAC MEMBERSHIP ROSTER

| 2024-26 FBISD SHAC MEMBERSHIP ROSTER | | | | | |
|--|---------|--------------------------------|-----------|--|--|
| Executive Board Position | VOTE | NAME | TYPE | ORGANIZATION | Email Address |
| Board Of Trustee Rep | No vote | Angie Hanan | BOARD | FBISD Board of Trustees | |
| | | | | **Send all meeting invites to BOT Secretary email | Jessilyn.Allen@fortbendis.com |
| Community | 1 | Nichole Brathwaite-Dingle, MD | COMMUNITY | Fort Bend County Health | Nichole.Brathwaite-Dingle@fortbendcountytx.gov |
| | 2 | Sandy Bristow | COMMUNITY | Oliver Foundation , Program Director | Bristow929@aol.com |
| | 3 | Stephanie Brown | COMMUNITY | Marshall Advocacy Focus Group, Chair and Founder | smearnsbrown@att.net |
| FBISD SHAC Secretary | 4 | Derek Craig, PhD | COMMUNITY | UT Health Houston | Derek.W.Craig@uth.tmc.edu |
| | 5 | Doug Earle | COMMUNITY | The First Tee | dougestx@gmail.com |
| | 6 | Grayle James | COMMUNITY | Gulf Coast Area Assn of School Boards, Executive Secretary | graylej@gmail.com |
| | 7 | Holly Stojanik | COMMUNITY | Dairy MAX | stojanikh@dairymax.org |
| Administrative Oversight | No vote | Pilar Westbrook, Ed.D | DISTRICT | Executive Director of Social Emotional Learning & Comprehensive Health | pilar.westbrook@fortbendis.com |
| | No vote | Jennifer Chadwick | DISTRICT | Director of Social Emotional Learning & Enrichment Programs | jennifer.chadwick@fortbendis.com |
| | No vote | Brett Lemley, Ed.D. | DISTRICT | Assistant Superintendent of Secondary Schools | Jerry.Lemley@fortbendis.com |
| FBISD SHAC Coordinator | 1 | Shannon Nash | DISTRICT | FBISD Health, Wellness & Prevention Specialist | Shannon.Bandishnash@fortbendis.gov |
| | 2 | Lori Sartain | DISTRICT | Director of Behavioral Health & Wellness | lori.sartain@fortbendis.com |
| | 3 | Kim Taylor | DISTRICT | Coordinator of Health, PE and Wellness | kim.taylor@fortbendis.com |
| FBISD SHAC Communications | 4 | Briana Garcia | DISTRICT | Child Nutrition Marketing Coordinator | Briana.Garcia@fortbendis.com |
| | | Susan Nayeri | DISTRICT | Child Nutrition Dietitian | susan.nayeri@fortbendis.com |
| | 5 | Bart Rosebure | DISTRICT | Executive Director of Emergency Management & Life Safety Systems | bart.rosebure@fortbendis.com |
| | 6 | LaShonda Walls | DISTRICT | Director of Employee Benefits and Wellness | Lashonda.walls@fortbendis.com |
| | | Janet Singleton | DISTRICT | Coordinator of Benefits | Janet.Singleton@fortbendis.com |
| | 7 | Chassidy Olainu-Alade | DISTRICT | Coordinator of Community and Civic Engagement | chassidy.olainualade@fortbendis.com |
| | 8 | Natalie Bostic, RN | DISTRICT | Nurse, James Reese CTE, Student at Ridge Point HS | Natalie.bostic@fortbendis.com |
| | 9 | Tracey Rich, M. Ed. | DISTRICT | Associate Principal, Fort Settlement MS | Tracey.Rich@fortbendis.com |
| | 10 | Angela Espinosa | DISTRICT | Coordinator of Social and Emotional Learning | Angela.Espinosa@fortbendis.com |
| FBISD SHAC Chair | 1 | Ana Catalina Flores-Rau | PARENT | Student at First Colony MS, Clements HS | anacatalina@yahoo.com |
| FBISD SHAC Co-Vice Chair | 2 | Nicole Juracek | PARENT | Students at Neill ES | Nicole.neillpto@gmail.com |
| FBISD SHAC Ex-Officio Chair | 3 | Allison Thummel, MPH, RDN, LDN | PARENT | Students at Elkins HS | ajt3210@gmail.com |
| FBISD SHAC Membership Coordinator | 4 | Jigisha Doshi | PARENT | Students at Quail Valley MS | jigidoshi@hotmail.com |
| FBISD SHAC Parent Advocacy Lead | 5 | Sumita Ghosh | PARENT | Students at Commonwealth ES and Fort Settlement MS | sumitaghoshtx@gmail.com |
| | 6 | Melanie Anbarci | PARENT | Student at Clements HS | anbarcis@hotmail.com |
| | 7 | Ivette Castillo | PARENT | Students at Elkins HS | ivettecastillo@yahoo.com |
| | 8 | Anthony Collins | PARENT | Students at Elkins HS | jeromeagustus@hotmail.com |
| | 9 | Stephanie Ellis | PARENT | Student at Schiff ES and Quail Valley MS | stephanie.ellis@gmail.com |



Upcoming Events

Whole Child Health & District Student Wellness Coalition

Shannon Nash, Specialist Health, Wellness & Prevention

WCH Upcoming Events



FBISD Sound Bites

Spring 2025 Release Dates

Two-to-four-minute video and audio clips to educate students and parents about practical ways to improve your mental, physical, and social wellness.



April 23

Mindfulness - Test Anxiety

This sound bite highlights the benefits of mindfulness in managing test anxiety, encouraging students to practice deep breathing and stay present.



Scan for more resources



#YouAreNotAlone

APRIL 2025

Autism Acceptance Month – World Autism Awareness Day – 4/2

Drug Take Back Day – TBD

National Fruit & Vegetable Day - April 4th

Child Abuse Awareness Month

MAY 2025

Mental Health Therapist Day – 5/12

Nurse Appreciation Week 5/6-5/12 – Nurse Appreciation Day – May 8th

National Bike to School Day 5/7

Mental Health Awareness Month



District Student Wellness COALITION

Upcoming Student-led Event:

What: Wellness Tailgate

When: May 15th , 6-8 pm

Where: Wheeler Parking Lot

If interested in hosting a booth, please reach out to FBISDStudentWellnessCoalition@fortbendisd.gov before April 30th.

From 6:00 pm-8:00 pm

FBISD
STEM
SHOWCASE

The Fort Bend ISD STEM Showcase features student displays and highlights:

- Coding Competition winners
- Robotics Competition winners
- Campus coding and robotic clubs
- Interactive student exhibits
- STEM community organizations

MAY 15TH - 6 PM-8 PM

Two Events - One Evening - One Location
Wheeler Field House
16403 Lexington Blvd.,
Sugar Land, Texas

Food • Games • Family Fun!

WELLNESS
TAILGATE

District Student Wellness Coalition
Wheeler Parking Lot - Home Field Side
Between Admin Building and Football Field

From 6:00 pm-8:00 pm





FORT BEND ISD DISTRICT STUDENT WELLNESS COALITION



Apply Here

Application Opens:
Monday, March 31st



Deadline to apply:
Friday, April 18th



contact: Shannon.BandishNash@fortbendisd.gov

- District Student Wellness COALITION
- 25-26 Applications Now Open



Closed Session

Subcommittees convene – Discuss Action Based Learning





SHAC WANTS TO KNOW WHAT YOU THINK ABOUT...



ACTION BASED LEARNING