

UTILIZING THE COORDINATED SCHOOL HEALTH MODEL TO IMPLEMENT WELLNESS POLICY

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Presentation Summary

- ▣ Objectives
- ▣ Mission
- ▣ Purpose
- ▣ Passion
- ▣ Conclusion



Objectives

- ▣ Understand the background and purpose of the School Wellness Policy.
- ▣ Participants will possess action planning worksheets designed to identify members of a representative Coordinated School Health council.
- ▣ Have a general understanding of assessment tools; School Health Index and WellSAT
- ▣ Identify areas of their local School Wellness Policy for strengthening and utilize recommended implementation strategies.

Coordinated School Health (CSH)



- ❑ Recommended by CDC as a strategy to improve student's health and learning in schools
- ❑ CSH framework centers around 8 critical, interrelated components
 1. Health Education
 2. Physical Education
 3. Health Services
 4. Mental health and social services
 5. Nutrition Services
 6. Healthy and safe environment
 7. Family and community Involvement
 8. Staff Wellness
- ❑ Individually each of these can contribute to improved health and well-being, however when all work together student's health and learning are improved

Goals of CSH



1. Increase health knowledge, attitudes, and skills
2. Increase positive health behaviors and health outcomes
3. Improve education outcomes
4. Improve social outcomes

Kolbe L. Education reform and the goals of modern school health programs. *The State Education Standard* 2002;3(4):4-11.

School Wellness Policy



- ▣ June 30, 2004 President Bush signed Child Nutrition and WIC Reauthorization Act
- ▣ Required all school districts participating in USDA meal program to have a policy by July 2006

Wellness Policy Requirements

- ▣ Set GOALS for nutrition education and physical activity that promote student wellness
- ▣ Set NUTRITION GUIDELINES for all food available on campus during the day.
- ▣ ASSURE that nutrition guidelines for school meals are met.
- ▣ INCLUDE parents, students, school food service professionals, school board members, administrators, and community members in the policy development process.
- ▣ Incorporate a PLAN FOR MEASURING the implementation of policy (and who will oversee).

Section 204 of the Child Nutrition Act 2004

Wellness Policy Agenda



- ▣ Introduction to CSH and Wellness Policy
- ▣ Assessment tool overview
 - SHI and WellSAT
- ▣ Implementation strategies
 - Successes shared by schools
- ▣ Group work time to develop action plans
- ▣ Keys to success
 - School districts attended as teams
 - Provided time to work and action plan

School Team:**Worksheet 1: Factors Influencing School Health Councils**

Understanding other structures that support/compliment the work of a school health council (SHC) or similar advisory structure is important in understanding the approaches that your school/district might take. There are no right answers – and there may be other factors that are unique to your school/district. Thinking about and tracking these factors can help you think more concretely about your options and resources for implementing a SHC or a similar advisory structure.

Factors Impacting SHCs	In Our School/District, existing structures/resources include:
School Improvement Team <i>Ex: Does team understand the link between academic achievement/school improvement and student health? Does the team include someone with expertise or interest in healthy schools?</i>	
Decision Making Authority <i>Ex: Who/what structure makes decisions that impact school health related issues such as curriculum, cafeteria menus, school/district policy setting?</i>	
Existing school-based health programs <i>Ex: health education curriculum; employee wellness efforts.</i>	
Existing expertise (or lack of) <i>Ex: A teacher that has had training on specific health issues or coordinated school health model.</i>	
School policies <i>Ex: Tobacco and drug free schools policies that support a healthy environment.</i>	
Community Relationships <i>Ex: What are the relationships in the community that impact the school environment (such as PTAs, non-profit/voluntary organizations, local education associations, etc.) Are these supportive or conflicting?</i>	
Parent Relationships <i>Ex: Are there existing structures that engage parents (PTAs, advisory groups, town meetings, etc.)</i>	
Resources unique to your school/district <i>Ex: non-profit organizations your community that are advocating for health issues, corporate entities that support healthy foods, individuals with specific expertise/interests that can help champion healthy school environments</i>	
Other Considerations unique to your school, district <i>Ex: Geographical location in state/access to state resources, etc.</i>	

School Team:

Worksheet 2: Where Are We & How Do We Move Forward?Where is your School in the process of thinking about, implementing, or maintaining¹ a School Health Council (SHC)?*(indicate where you think your school is on this continuum)*

Not thinking about it: School does not intend to implement a SHC in foreseeable future.	Contemplating it: School is intending to think about a SHC in the next six months.	Preparing for it: School is intending to implement a SHC within the next month.	Already in process: Some steps have already been taken to implement a SHC.	Already have one: School has some form of a SHC already in place.	Tried it: School had some form of a SHC but it is no longer in place or no longer functioning.

From your place on this continuum, what elements of establishing/maintaining a SHC are most critical to moving forward:

Some Common Elements of Building a School Health Council/Advisory Structure: ²	Need to Focus on This?				
	On a scale of 1 to 5, what is our priority for addressing this element? 1= can't move forward without addressing this 5=doing or done, don't need to address this				
Understanding the link between health and education: <i>Does everyone involved understand the link (individuals on our team, school leaders, community members, parents)?</i>	1	2	3	4	5
Understanding the benefits of SHCs: <i>Does everyone involved understand the benefits of a SHC?</i>	1	2	3	4	5
Support from School Leadership / Community: <i>Is there support from school leadership/decision-makers (district or school level) for a SHC? Are their conflicts/challenges need to be addressed?</i>	1	2	3	4	5
Identifying School Health Council Member/Team: <i>Is membership of the SHC established? Is there need to identify/reach out to new or different representatives?</i>	1	2	3	4	5
Establishing Vision/Goals for SHC (for existing SHC or structures) <i>Is there a clear vision/set of goals the SHC wants to achieve? Does everyone involved in the process understand the vision/goals and can they articulate it to others?</i>	1	2	3	4	5
Maintaining & Evaluating SHC Efforts (for existing SHC or structures) <i>Is the structure of the SHC evaluated/monitored to ensure it is achieving what the vision/goals? Are SHC members working well together, is the SHC working well within the school/district?</i>	1	2	3	4	5
Are there other elements/tasks that have emerged specifically in your school/district that need addressed in order to move forward? (Describe)	1	2	3	4	5

¹ Scale adapted from Prochaska JO, Velicer WF. The transtheoretical model of health behavior change. Am J Health Promot 1997 Sep-Oct;12(1):38-48.² Adapted from a variety of sources referenced at the end of this worksheet set.

School Team:

Worksheet 3: Action Planning

This worksheet is intended to help you map out the actions you want to take to achieve the priority areas/elements you identified on Worksheet #2 (or as a general tool for moving forward). While you may have identified multiple #1 priorities, you may need to narrow down the priorities you want to achieve in the near future (ex: 1-6 months) depending on resources available to you. For each priority you want to achieve, complete this worksheet to give you not only a map to move forward, but a baseline against which to measure your progress.

Priority:				Start Date:	
Change Desired:					
Key Activities	Person responsible	Completion/Target Date	Resources needed for successful completion	Opportunities/Challenges (Refer back Worksheet 1)	How will success be measured?

WORKSHEET REFERENCES & PLANNING RESOURCES

There are a wealth of resources available to help you move forward school health councils. Weeding through the resources a school needs based on where they are in the process can be time consuming. Worksheets were adapted from these resources, and the citations below direct you to specific pieces of those resources that address elements SHCs referenced in these worksheets:

- ¹ *Promoting Healthy Youth, Schools and Communities: A Guide to Community-School Health Councils*
American Cancer Society
http://www.cancer.org/downloads/PED/Guide_to_Community_School_Health_Councils.pdf
- ² North Dakota Coordinated School Health Making the Connection PowerPoint
<http://www.dpi.state.nd.us/health/CSH/connection.pdf>
- ³ Talking Points for Schools / Alliance for Healthier Generation, School Wellness Toolkit
http://www.healthiergeneration.org/uploadedFiles/For_Schools/Helpful_Tools/08Toolkit_SWC.pdf
- ⁴ Effective School Health Advisory Councils: Moving from Policy to Action
Centers for Disease Control & Public Schools of North Carolina
<http://www.nchealthyschools.org/docs/schoolhealthadvisorycouncil/advisorycouncilsmanual.pdf>
- ⁵ North Dakota Coordinated School Health Guidebook
http://www.dpi.state.nd.us/health/CSH/csh_guidebook.pdf
- ⁶ School Health Advisory Council Guide, Missouri Coordinated School Health Coalition
http://www.healthykidsmo.org/resources/SHAC/SHAC_Guide.pdf
- ⁷ Forming a School Health Team, Centers for Disease Control
<http://www.cdc.gov/HealthyYouth/SHI/training/10-Resources/docs/Team.pdf>
- ⁸ North Dakota, Coordinated School Health strategy fact sheets
<http://www.dpi.state.nd.us/health/CSH/overview.shtm>

Specific Elements:

Understanding the link between health and education

- ¹North Dakota, Coordinated School Health Making the Connection PowerPoint
- ² School Wellness Toolkit, Talking Points for Schools, p.6

Understanding the benefits of SHCs

- ³ Benefits of School Health Council, Information Sheet 1.14
- ⁴ Functions of a School Health Advisory Council, p. 2.5-2.6
- ³ Collaboration Continuum 5.5

School Health Council Formation/Member Composition

- ³ Convening a School Health Council, including Community Partners to Invite Worksheet Section 1, p.1.1-1.13
- ⁵ North Dakota Coordinated School Health Guidebook, Team Development, p.7-8
- ⁶ School Health Advisory Council Guide, Membership Grid, p. 25
- ⁷ Forming a School Health Team

Vision/Goals for SHC

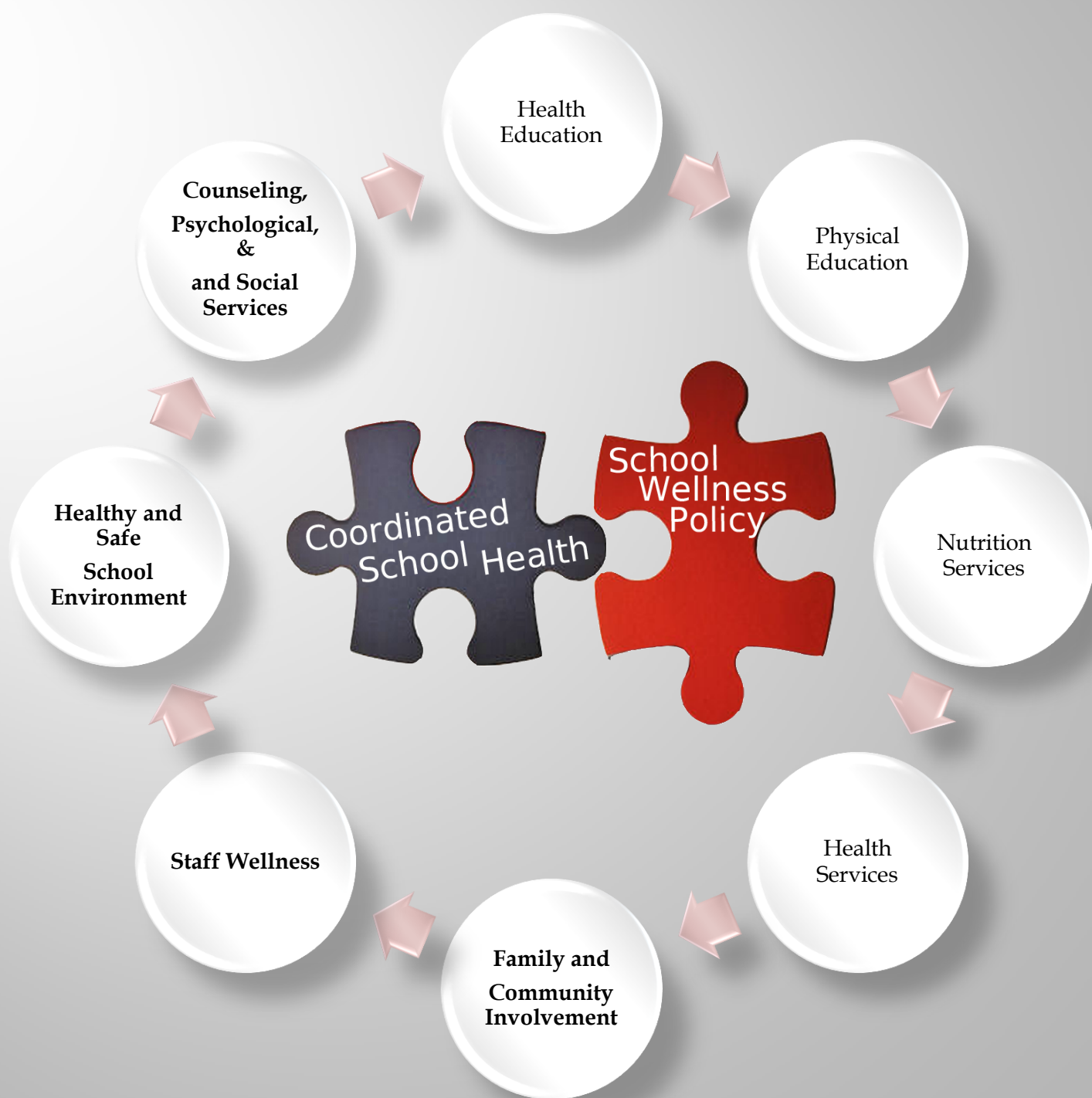
- ³ Creating a Vision and Building Ownership, Section 2, p.1-2.12

Action Planning

- ³ What Can You Do?, Information Sheet 3.13-3.14
- ³ Action Planning Worksheet 3.17
- ⁸ North Dakota Coordinated School Health strategy worksheets

Dealing with Conflict

- ³ Resistance to Change and Dealing with Conflict, p. 4.13-4.15
- ³ Social Marketing, p. 4.12



Assessment

- ▣ School Wellness Policy
 - Wellness School Assessment Tool (WellSAT)
 - wellsat.org
 - Rudd Center funded by Robert Wood Johnson Foundation

- ▣ School Health Index
 - <http://www.cdc.gov/healthyyouth/SHI/index.htm>
 - Self assessment and planning tool

PASSION

- ▣ School Health Index
- ▣ Dakota Medical Foundation (local)
- ▣ Committees
 - District council
 - Steering council
 - School councils

PASSION

- ▣ School Council leadership workshop
 - Review building level SHI reports
 - Set SMART goals based on SHI reports
 - Develop a communication plan for faculty, staff, students, and families
 - Action plans

CONCLUSION

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- ▣ Star Award-DVD Video
- ▣ Questions and Answers



THANK YOU!

No matter how well teachers are prepared to teach, no matter what accountability measures are put in place, no matter what governing structures are established for schools, educational progress will be profoundly limited if students are not motivated and able to learn. Health-related problems play a major role in limiting the motivation and ability to learn...

Healthier students are better learners.

Charles E Basch