Coordinated School Health

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We Choose Health
Action Institute
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What is Coordinated School Health?

- Centers for Disease Control and Prevention (CDC) strategy for improving student's health and learning

    - CDC focus – school takes lead
    - DHC focus – health departments taking lead

Before You Start

- Have a champion

- Use a team approach
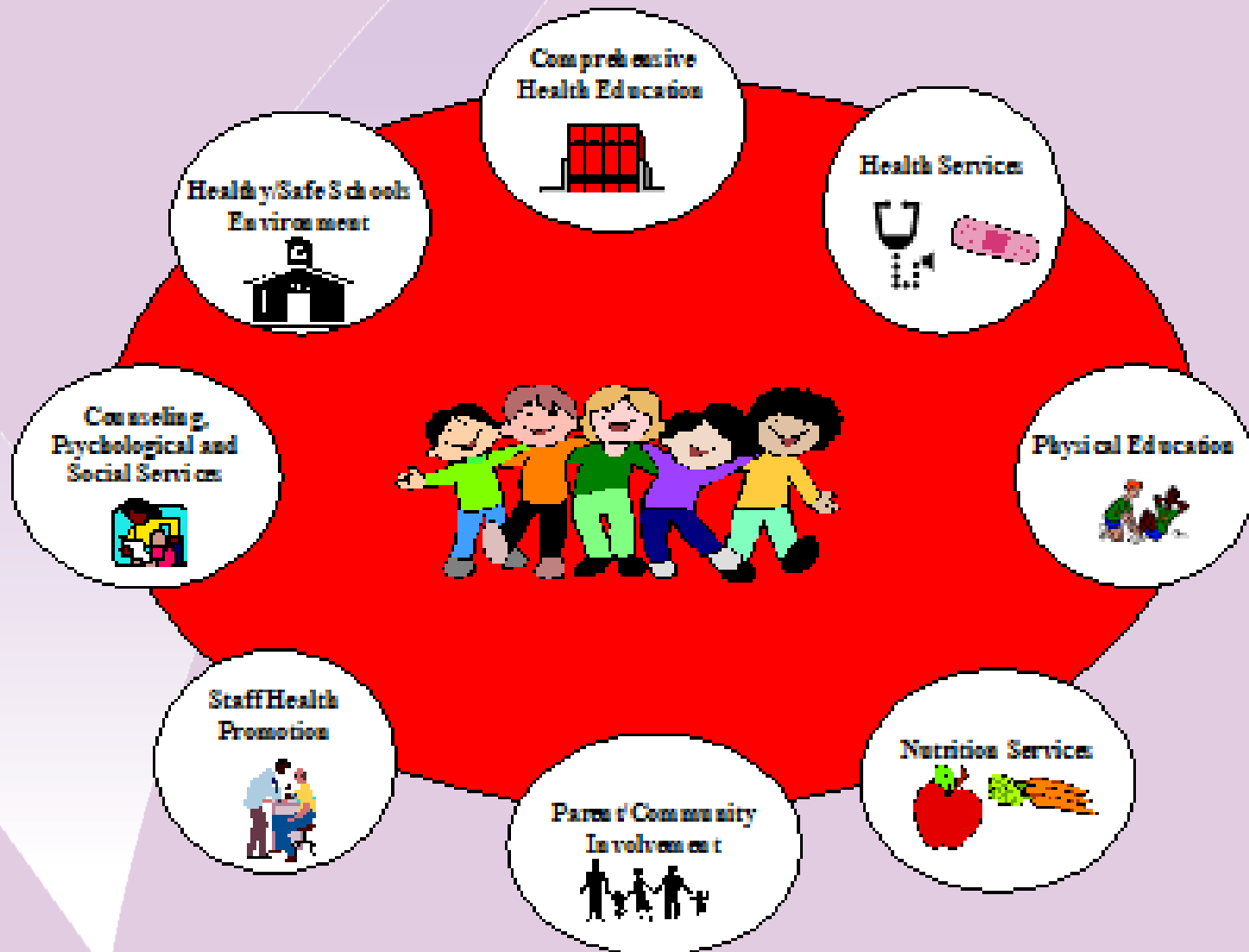
Why Coordinated School Health?

- Multi-system approach

  - Eliminates gaps and duplication
  - Coordinate and maximize resources
  - Build collaboration
  - Focus efforts

CSH Goals

- Increase health knowledge, attitudes, and skills

- Increase positive health behaviors and health outcomes

- Improve education outcomes

- Improve social outcomes

CSH Components

CSH Priorities

- Establish advisory committee

- Conduct needs assessment

- Develop project

- Implement project

- Evaluation and modification

Establish Advisory Committee

- Representatives

  – Health agency
  – School staff
  – Parents
  – Students
  – Other

Conduct Needs Assessment

- School Health Index (Angie will address)

- Needs assessment helps create and obtain buy-in

Develop Project

- Staff input

- Establish timeline

- Establish evaluation mechanism

Implementation

- Use team

- Provide support
  - Clear plan
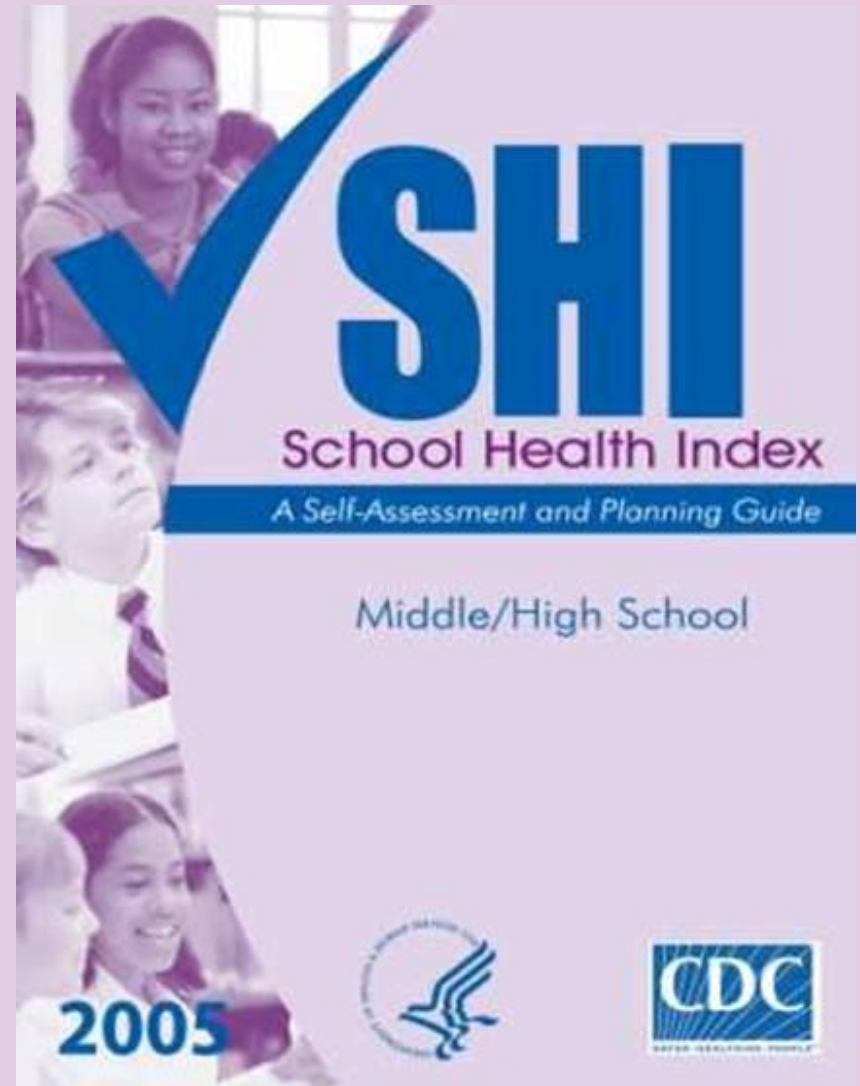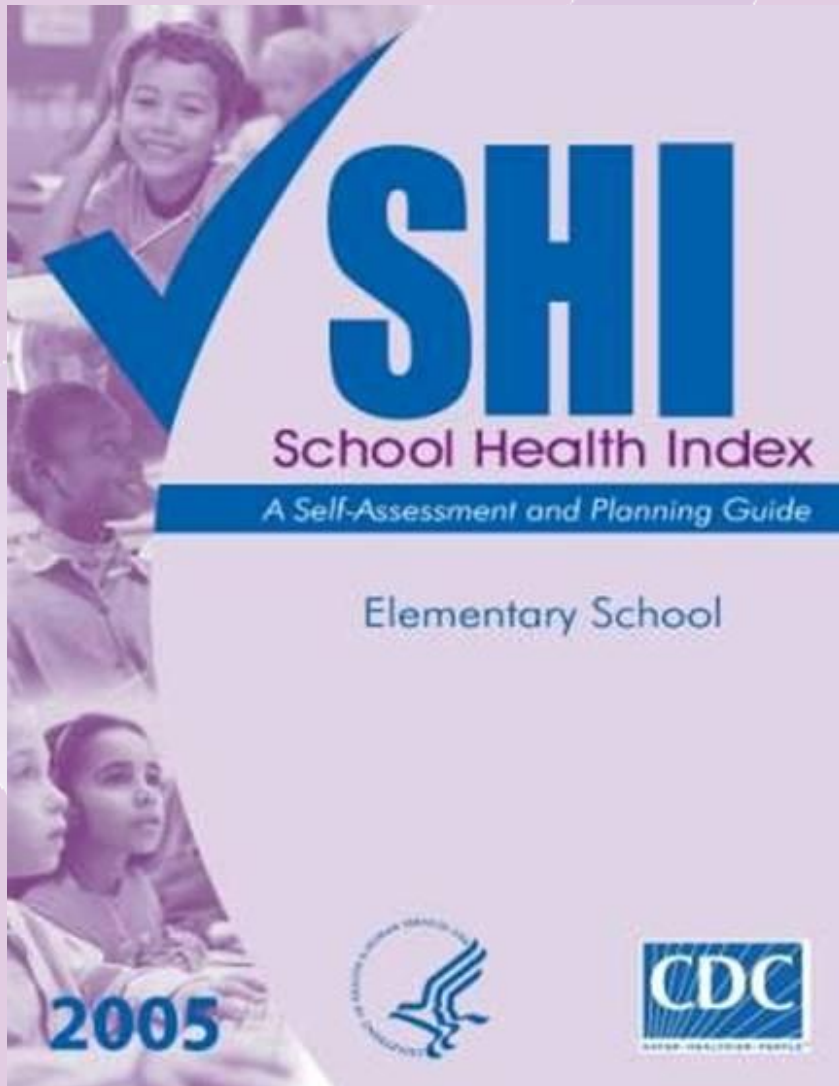 - Staff development
  - Supplies

Evaluation

- Students, parents, school staff

- Share results

- Make modifications

COMPLETING THE CDC'S SCHOOL HEALTH INDEX WITH YOUR SCHOOLS

LHD and Community Partners have been working on CSH in Jackson County since 1995

School Health Index

What is the Purpose of the SHI?

- Enables schools to identify strengths and weaknesses of health promotion policies and programs.

- Enables schools to develop an action plan for improving student health.

- Engages teachers, parents, students, and the community in promoting health-enhancing behaviors and better health.

Health Topics in the SHI (4th edition)

- Physical activity
- Nutrition
- Tobacco-use prevention
- Safety (unintentional injury and violence prevention)
- Asthma

Making a Difference

As a result of implementing the SHI, schools have

- Created a school health team.
- Moved healthier options to the front of the lunch line.
- Increased time for physical education.
- Started student and staff walking clubs.
- Added healthy choices to vending machines.
- Offered access to the gym outside of school hours.
- Provided parent education through newsletters and healthy activity nights.
- Replaced fried foods with baked items.
- Provided conflict resolution training to staff.
- Offered health screenings for staff.

Clarifying Points

- Low scores on the SHI do NOT indicate "low-performing" schools.

- Many actions will NOT require new resources or responsibilities.

- For actions requiring new resources, results can help
  - Provide information to stimulate school board or community support.
  - Establish data and justification for funding requests.

What SHI Is and What SHI Is NOT

Self-assessment and planning tool

~~Research or evaluation tool~~

Educational and community-organizing process

~~Tool to audit or punish school staff~~

What SHI Is and What SHI Is NOT

Identifies low-cost or no-cost changes

Requires expensive changes

Focused, reasonable, and user-friendly experience

Long, bureaucratic, and painful process

Time Commitment

- The SHI can be completed in as little as 6 hours:
  - Modules 1-4: ~1 hour each
  - Modules 5-8: ~30 minutes each

A small investment of time can pay big dividends in improving students' well-being, readiness to learn, and prospects for a healthy life.

SHI Format

- Completed by school health **teams**
- Two separate versions:
  - Elementary School
  - Middle School/High School
- **Self-Assessment:** 8 modules corresponding to Coordinated School Health Program model
- **Planning:** Planning for Improvement section

Modules = CSHP Components

1. School Health and Safety Policies and Environment
2. Health Education
3. Physical Education and Other Physical Activity Programs
4. Nutrition Services
5. School Health Services
6. School Counseling, Psychological, and Social Services
7. Health Promotion for Staff
8. Family and Community Involvement

Question Coding

CC = cross-cutting

PA = physical activity

N = nutrition

T = tobacco-use prevention

S = safety (unintentional injury and violence prevention)

A = asthma

Implementing the SHI

1. Assemble SHI team
2. Conduct SHI introduction meeting
3. Complete self-assessment modules
4. Conduct SHI planning meeting

Possible Team Members

- Principal or assistant principal
- Physical education teacher
- School food service manager
- Health education teacher
- Classroom teacher
- School nurse
- School counselor
- School psychologist or social worker
- Janitor or custodian
- Parents
- Students
- Community-based health care and social services providers
- Community health organization representative (e.g., ACS)
- Local health department staff member
- Cooperative extension service representative

Introduction Meeting

- Explain the SHI

- Assign modules to groups

- Identify module coordinators

Module 1: School Policies and Environment (sample topics)

- Representative school health committee
- Prohibit use of physical activity as punishment
- Adequate physical activity facilities
- Student access to facilities outside school hours
- Fundraising supports healthy eating
- Adequate time to eat school meals
- Enforce tobacco-use policies
- Prohibit tobacco use among students, staff, and visitors
- Maintain safe physical environment
- No tolerance for harassment or bullying

Question CC.1

Representative school health committee

Does the school have a representative* committee that meets at least twice a year and oversees school health and safety policies and programs?

Question CC.1

*__Representative__ means that it includes relevant members of the school and local communities (e.g., parents, students, teachers, administrators, food service staff, nurses, coaches, and counselors) and members of health departments, community organizations, and law enforcement agencies.

Question CC.1

3 = Yes.

2 = There is a committee that does this, but it could be more representative.

1 = There is a committee, but it is not representative, **or** it meets less often than twice a year.

0 = No.

Completed Module Scorecard

Module 1: School Health and Safety Policies and Environment
Score Card

Instructions

1. Carefully read and discuss the Module 1 Discussion Questions (pages 5-21), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 23-24).

		Fully in Place	Partially in Place	Under Development	Not in Place
CC.1	Representative school health committee	3	(2)	1	0
CC.2	Written school health and safety policies	(3)	2	1	0
CC.3	Communicate school health and safety policies to students, parents, staff, and visitors	(3)	2	1	0
CC.4	Connectedness to school	3	2	1	(0)
CC.5	Overcome barriers to learning	3	2	(1)	0
CC.6	Enrichment experiences	3	2	1	(0)
S.1	Safe physical environment	3	(2)	1	0
S.2	Maintain safe physical environment	3	2	(1)	0
S.3	No tolerance for harassment or bullying	(3)	2	1	0
S.4	Active supervision to promote safety	(3)	2	1	0
S.5	Written crisis response plan	3	(2)	1	0
S.6	Staff development on unintentional injuries, violence, and suicide	3	(2)	1	0
PA.1	Recess	3	2	1	(0)
PA.2	Access to physical activity facilities outside school hours	3	2	1	(0)
PA.3	Adequate physical activity facilities	3	(2)	1	0
PA.4	Prohibit using physical activity as punishment	3	2	1	(0)
N.1	Prohibit using food as reward or punishment	3	2	1	(0)
N.2	Fundraising efforts supportive of healthy eating	3	2	(1)	0
N.3	Restrict access to foods of minimal nutritional value	3	(2)	1	0
N.4	Restrict access to other foods of low nutritive value	3	2	(1)	0
N.5	Hands washed before meals and snacks	3	2	1	(0)
T.1	Prohibit tobacco use among students	(3)	2	1	0
T.2	Prohibit tobacco use among staff and visitors	3	2	(1)	0
T.3	Enforce tobacco-use policies	3	2	1	(0)
T.4	Prohibit tobacco advertising	3	2	1	(0)
A.1	Written policies for self-carry and self-administration of medications	3	(2)	1	0
A.2	Professional development on asthma	3	2	(1)	0
A.3	Implement indoor air quality practices	3	2	1	(0)
A.4	Implement integrated pest management practices	3	2	1	(0)

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

15	14	6	0

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (87) by subtracting 3 for each question eliminated).

TOTAL POINTS: Add the four sums above and enter the total to the right. **35**

MODULE SCORE = (Total Points / 87) X 100 **40 %**

Module Planning Questions 1 & 2

- <u>Planning Question 1:</u> Look back at the scores you assigned to each question. According to these scores, what are the **strengths** and **weaknesses** of your school's policies and environment related to health and safety?

- <u>Planning Question 2:</u> For each of the weaknesses identified above, list several recommended actions to improve the school's scores (e.g., create and maintain a school health committee).

Completed Planning Questions 1 & 2

Sample Completed Planning Questions
Module 1: School Policies and Environment

The Module 1 Planning Questions will help your school use its *School Health Index* results to identify and prioritize changes that will improve policies and programs to improve students' health and safety.

Planning Question 1

Look back at the scores you assigned to each question. According to these scores, what are the **strengths** and the **weaknesses** of your school's policies and environment related to students' health and safety?

Strengths	**Weaknesses**
Excellent communication of policies with parents, visitors, and staff.	*Do not have a committee to oversee our health programs (CC.1).*
Offer a wide variety of enrichment experiences.	*Not all our students are actively supervised (1.4).*
Our physical environment is safe, and we do not tolerate bullying.	*Indoor and outdoor facilities for physical activity are not often available outside of school hours (PA.1).*
Have a written crisis response plan, and it is practiced regularly.	*Fundraising efforts do not support healthy eating (N.2).*
Do not use physical activity as punishment or unhealthy foods as rewards.	*Could enforce our tobacco-use policies better (T.2).*
Smoking is prohibited all over campus, as is advertising of cigarettes.	*Staff development on unintentional injuries, violence, and suicide are inadequate (1.6).*

Planning Question 2

For each of the weaknesses identified above, list several recommended actions to improve the school's scores (e.g., create and maintain a school health committee).

1. *Form a school health committee.*
2. *Conduct staff development on active supervision techniques.*
3. *Make indoor and outdoor facilities for physical activity available outside school hours.*
4. *Find alternatives for fundraising.*
5. *Strengthen enforcement of tobacco-use policies.*
6. *More staff development on preventing unintentional injuries and violence.*

Module Planning Question 3

- <u>Planning Question 3:</u> List each of the proposed actions identified in Planning Question 2 in the table. Use the scales to rank each action on the five dimensions below. Add the points for each action to get the total points.
  - Importance
  - Cost
  - Time
  - Commitment
  - Feasibility

Completed Planning Question 3

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Planning Question 3. List each of the actions identified in Planning Question 2 on the table below. Use the five-point scales defined below to score each action on five dimensions (importance, cost, time, commitment, feasibility). Add the points for each action to get the total points. Use the total points to help you choose one, two, or three top priority actions that you will recommend to the *School Health Index* team for implementation this year.

Importance	How important is the action?			
	5 = Very important	3 = Moderately important		1 = Not important
Cost	How expensive would it be to plan and implement the action?			
	5 = Not expensive	3 = Moderately expensive		1 = Very expensive
Time	How much time and effort would it take to implement the action?			
	5 = Little or no time and effort	3 = Moderate time and effort		1 = Very great time and effort
Commitment	How enthusiastic would the school community be about implementing the action?			
	5 = Very enthusiastic	3 = Moderately enthusiastic		1 = Not enthusiastic
Feasibility	How difficult would it be to attain the action?			
	5 = Not difficult	3 = Moderately difficult		1 = Very difficult

Module 1 Actions	Importance	Cost	Time	Commitment	Feasibility	Total Points	Top Priority Action?
Meet with principal to form school health committee	5	5	4	3	3	20	√
Conduct staff development on active supervision techniques.	4	4	2	3	4	17	
Open indoor and outdoor facilities outside of school hours	3	5	5	3	5	21	√
Fundraising alternatives	3	5	4	2	2	16	
Better tobacco-use policies	2	5	5	5	3	20	√
More and continued staff development on violence and injury prevention	4	3	3	4	4	18	

INSTRUCTIONS – Page 7

Keep in Mind…

- <u>Answer questions as accurately as possible</u>. This is a self-help tool, not an instrument for punishing staff.

- <u>There is no passing grade</u>. This is designed to help you understand your school, not to compare your school with other schools.

- <u>You should EXPECT to get at least some low scores.</u> Low scores can help you build awareness of areas needing improvement.

Action Plan

- Module groups present two or three actions

- SHI team selects manageable number of actions

- Team mixes both short- and long-term actions

- Team completes action plan (action, steps to completion, person responsible, timeline)

Keep in Mind…

- Some actions will involve simply making better use of existing resources.

- Other actions may require additional resources.

- Keep the team together to monitor progress.

What are the keys to success?

- School health champion (strong leadership)
- Administrative buy-in
- Team representation, cohesion, and commitment
- Clear, organized, and well-facilitated process (many schools are using outside facilitators)
- Starting with small, achievable goals
- Highlighting and build on successes

SHI: At the Local Level

- **Committee Members**
  - School Representatives
  - Community Representatives -
- **Module**
  - Strengths
  - Improvement Opportunities
  - Action Plan
- **Wellness Meetings to focus on Action Plan Implementation**

SHI Online

How can I access the SHI?

- Complete the SHI interactively on the Web http://www.cdc.gov/HealthyYouth/shi/

- Download, print, or order from Web site

- Request by
  - E-mail: cdc-info@cdc.gov
  - Toll-free phone: 1-800-CDC-INFO

Slides adapted from the CDC SHI Training Manual

CATCH (Coordinated Approach to Child Health)

http://catchontohealth.siuc.edu/

Began to work with schools to implement CSH programming in 1995.

Continued Partnership Between:

Southern Illinois Healthcare

SIU Center for Rural Health and Social Service Development

Jackson County Health Department

Other LHD's

Various Schools and Youth Serving Organizations

Catch Onto Health!
Promoting Health & Physical Activity in the Illinois Delta Region

What is CATCH?

The CATCH Program is a resource for bringing schools, families, and communities together to work toward creating a healthy school environment.

It is a Coordinated Program designed to promote physical activity, healthy food choices, and prevent tobacco use in elementary school aged children.
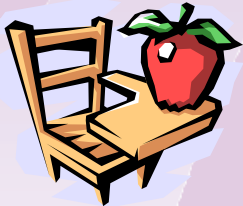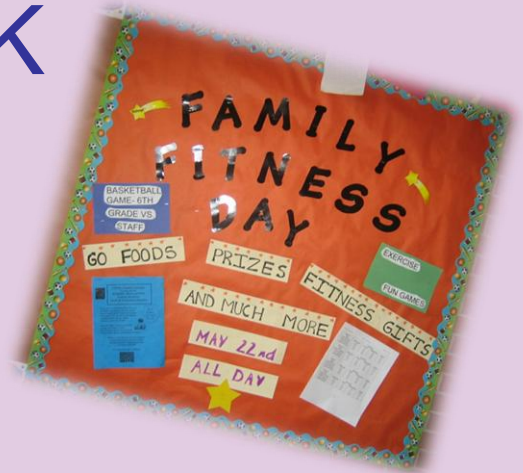
CATCH: Our Reach

- 100% of public schools in Jackson County are currently implementing <u>at least one component of CATCH</u>

  - As well as two after-school programs and 7 pre-K classrooms.

  - Plus one private school.

  58 schools in lower 16 counties

Nutrition Services

- Nutritious, affordable, and appealing meals
  - nutrition education
  - an environment that promotes healthy eating behaviors for all children.
- School nutrition services are designed to maximize each child's education and health potential for a lifetime.

Successful Strategies

- Plate Waste Study
- Recess Before Lunch
- School Lunch Rocks! workshops
- Professional Development Opportunities
- Farm to School
- School Gardens

Parent & Family Involvement

– Partnerships among schools, families, community groups and individuals.

– These partnerships are designed to share and maximize resources and expertise in addressing the healthy development of children, youth and their families.

– **Monthly Newsletters**

– **Family Wellness Events**

– **CATCH on to Health Website**

CATCH PE Strategies

- Achieving 50% MVPA
  - Classroom Management
    - Walking Perimeter/ Active minute they hit classroom
    - Start & Stop Signals; Action Words
  - Equipment
    - Distribution
    - Quantity—1:1 ideal; 1:2 or 1:3

CATCH PE Strategies

- Avoid Elimination Games
  - Re-entry tasks
  - Smaller Groups
- Prompt & appropriate rewards for behavior
- Encourage Activity with Family
- FUN
  - Emotionally supportive and challenging at own level
- Social Skills
  - Honesty
  - Team Work/Team Building

Possible Menu of PSE Changes in Schools

- Wellness Committee - CDC's School Health Index.
- Staff training - PE, health, nutrition.
- Family events focused on health.
- Vending/ snacks/ birthdays.
- Facilitating joint use agreements.
- Daily PE – no opt out.
- Farm-to-School and School gardens.

To learn more about CSH and CATCH in Southern Illinois
visit our web-site:

http://catchontohealth.siuc.edu/

Additional Resources

- CDC's School Health Index

https://apps.nccd.cdc.gov/shi/default.aspx

- Leadership for Healthy Communities: Advancing Policies to Support Health Eating and Active Living. Obesity Prevention on a Budget: Low and No-Cost Policy Options to Increase Healthy Eating and Active Living (August 2011) by the Robert Wood Johnson Foundation.

http://www.leadershipforhealthycommunities.org/images/stories/obesity_prevention_on_budget.final.pdf

- Vyki Jackson – victoria.jackson@illinois.gov (217)785-5368

CATCH Web Resources

- **Highlight and use the resources on the CATCH website: www.CATCHTexas.org**
  - Free, downloadable resources
  - Measurement and Evaluation

- **Information about CATCH nationwide: www.CATCHInfo.org**
  - Monthly newsletters
  - CATCH Champions

Coordinated Approach To Child Health