

WSSC TEAM

ASSESSING

> Training Script



Assessing School Health Needs

Purpose:

Provide participants with recommended school health assessment resources and tools to plan and prioritize school health work.

Objectives:

1. Explain why a school health needs assessment should be used
2. Explore and identify recommended assessment tools and resources
3. Identify priority health topics and support personnel for completing assessments

Training Materials:

Handout Packet

Handout #1: Key Points and Notes

Handout #2: School Health Assessment Resource Guide

Handout #3: Additional Resources

Slide #	Time	Trainer Script and Directions	Resources Needed
1	1 minute	<p>WELCOME</p> <p>STATE: Hello! Welcome to Assessing School Health Needs. My name is _____.</p> <p>Today's training is designed to help identify assessment resources that will help focus the school on its highest priority school health needs.</p> <p><i>NOTE: Participants may introduce themselves during this time if they don't know each other and if time allows. Their introductions may include their name, position, and school/district/organization.</i></p>	
2	1 minute	<p>AGENDA</p> <p>STATE: During this module, we will</p> <ul style="list-style-type: none"> • discuss current health concerns and supporting data that exists in your schools • identify the benefits and reasons for conducting a needs assessment • explore recommended CDC resources and tools • review one school district and its schools' successes and results since using a needs assessment 	
3	1 minute	<p>OBJECTIVES</p> <p>STATE: Participants will be able to:</p> <ul style="list-style-type: none"> • explain why a school health needs assessment should be used • explore and identify recommended assessment tools and resources • identify priority health topics and support personnel for completing assessments 	
4	1 minute	<p>MATERIALS</p> <p>STATE: Let's review the handouts you were given in the packet.</p> <ul style="list-style-type: none"> #1: Key Points and Notes can be used to take notes throughout the session today #2: School Health Assessment Resource Guide provides four recommended tools #3: Additional Resources provides more tools and resources that can be used in your school health work 	<p>Handout Packet</p> <ul style="list-style-type: none"> #1: Key Points and Notes #2: School Health Assessment Resource Guide #3: Additional Resources

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5	6 minutes	<p>WARM-UP ACTIVITY</p> <p>STATE: Turn to Handout #1: Key Points and Notes and answer the following questions:</p> <p><i>What are the top two school health concerns/needs for the student population you serve?</i></p> <p><i>How do you know it is an issue? What data or evidence do you have?</i></p> <p>Take two minutes to think about these questions and write down your response. Be ready to share with the group.</p> <p><i>DO: Give participants 2 minutes to consider their answer.</i></p> <p>STATE: Now let's hear some of your ideas.</p> <p><i>DO: Bring the group back together and facilitate a discussion about their top needs and the data that supports them. Encourage the group to take notes of other people's ideas and responses on Handout #1.</i></p> <p>STATE: Great discussion! Keep these concerns, needs, and resources in mind as we go through this training.</p>	Handout #1: Key Points and Notes
6	1 minute	<p>WHY ASSESS?</p> <p>STATE: Let's start with the reason behind determining school health needs. There are so many health issues facing young people today. The purpose of conducting an assessment is to determine needs and to focus on working on the highest priority needs of the students and school. It is important for schools to understand the data and address the most important health issues that impact health and learning.</p>	

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7	5 minutes	<p>LOCAL WELLNESS POLICY</p> <p>STATE: Turn to Handout #2: School Health Assessment Resource Guide. These are four recommended resources. As we discuss each one, feel free to take notes regarding how the resource could be used in your school.</p> <p>Let’s talk first about the Local School Wellness Policy. This is an important resource to review.</p> <p>This type of policy is a federal requirement established by the Child Nutrition and WIC Reauthorization Act of 2004, and enhanced by the Healthy, Hunger-Free Kids Act of 2010 (HHFKA).</p> <p>Each local education agency participating in federal child nutrition programs, including the National School Lunch Program or the School Breakfast Program, is required by law to develop and implement a wellness policy in accordance with specific guidelines. For more information about those guidelines, go to https://www.cdc.gov/healthyschools/npao/wellness.htm.</p> <p>Wellness policies guide local educational agencies’ or school districts’ efforts to create supportive school nutrition and physical activity environments.</p> <p>One of the first steps your team should take in assessing your school needs is to review your current Local School Wellness Policy and assess how well your school is implementing the policy. Please stand up if you have seen your district’s local wellness policy.</p> <p><i>NOTE: Acknowledge participants who know about the policy and encourage those who do not to seek out their policy.</i></p>	Handout #2: School Health Assessment Resource Guide
8	2 minutes	<p>WELLSAT 3.0</p> <p>STATE: The WellSAT 3.0 is a useful tool for assessing your Local School Wellness Policy and its implementation. The WellSAT modules include nutrition education, standards for USDA child nutrition programs, nutrition standards for competitive foods and other food and beverages, physical education and physical activity, wellness promotion and marketing, and implementation, evaluation, and communication.</p> <p>This tool helps identify where the Local School Wellness Policy is strong and the areas that could be improved. It is based on the latest research and best practices.</p> <p>For more information on WellSAT 3.0 go to http://www.wellsat.org/about_the_WellSAT.aspx.</p>	

Slide #	Time	Trainer Script and Directions	Resources Needed
9	1 minute	<p>SCHOOL HEALTH INDEX</p> <p>STATE: The next tool is the Centers for Disease Control and Prevention’s School Health Index (SHI). This is the most comprehensive school health assessment tool and is aligned with the components of the Whole School, Whole Community, Whole Child (WSCC) model. This tool looks at programming within a school that impacts student health and learning and is a recommended needs assessment tool for the Every Student Success Act (ESSA.) ESSA became the nation’s updated education law in 2016 and reauthorizes the 50-year-old ESEA (Elementary and Secondary Education Act). For more information about ESSA, you can go to www.ed.gov/essa.</p> <p>ASK: Has anyone in the room used the School Health Index before? (If yes, invite them to add practical tips for implementation as you discuss the tool.)</p>	
10	1 minute	<p>SHI AND WSCC</p> <p>STATE: The School Health Index focuses on all 10 WSCC Components:</p> <ul style="list-style-type: none"> • Health Education • Physical Education • Counseling, Psychological and Social Services • Health Services • Nutritional Services • Employee Wellness • Social and Emotional Climate • Physical Environment • Family Engagement • Community Involvement <p>The School Health Index also includes an eleventh module that focuses on school health and safety polices.</p>	
11	4 minutes	<p>SHI HEALTH TOPICS</p> <p>STATE: The School Health Index targets seven health topics, including:</p> <ul style="list-style-type: none"> • Physical activity and physical education • Nutrition • Tobacco use prevention • Alcohol and other drug prevention • Chronic health conditions (asthma, food allergies, etc.) • Unintentional injury and violence prevention • Sexual health <p>These behaviors or conditions play a critical role in preventing the leading causes of death, disability, illness, and school absences. In addition, evidence demonstrates that the health of students is linked to their academic achievement. Schools can choose to focus on one or more of these health topics.</p>	

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12	12 minutes	<p>SCHOOL HEALTH INDEX</p> <p>STATE: The School Health Index is a self-assessment and program planning tool used to:</p> <ul style="list-style-type: none"> • identify the strengths and weaknesses of your school’s policies and programs for promoting health and safety • develop an action plan for improving student health and safety • involve teachers, parents, students, and the community in improving school policies, programs, and services <p>It is online, but it’s also available in a downloadable, printable version that schools can use. In addition, there are training videos to assist with implementation. The tool and trainings are all free.</p>	
13	6 minutes	<p>SHI TRAINING RESOURCES</p> <p>STATE: Let’s take a look at a training resource available for schools interested in implementing the School Health Index. This video provides an overview of how the SHI is organized. You will also see the series of short training videos available to help prepare you and others in implementing the assessment.</p> <p><i>DO: Show School Health Index format – To access, go to –</i></p> <ol style="list-style-type: none"> 1. https://www.cdc.gov/healthyschools/professional-development/e-learning/shi.html/ 2. Select “2. About School Health Index” under Chapters on the left side of the screen. 3. Click on “School Health Index Format” 4. Play the video. 	
14	4 minutes	<p>SHI STEPS</p> <p>STATE: As the video stated, there are two steps to completing the School Health Index:</p> <ol style="list-style-type: none"> 1. Conducting the self-assessment 2. Creating a plan for improvement <p>To conduct the assessment, you will need a coordinator to guide the process and a team of people who ideally represent the 10 WSCC components. This will help to ensure a diversity of experiences, opinions, and perspectives, which will provide meaningful and representative results. It is also important to engage an administrator on the team.</p> <p>There are many different ways to conduct the assessment. Some schools complete it all in one sitting. Some divide into smaller groups by WSCC component (at least 2 people per group) and complete the assessment on their own time. Some schools choose one or two health topics (e.g., nutrition, physical activity, tobacco use prevention, sexual health, etc.) and only answer those questions for each of the WSCC components. This reduces the number of questions the team needs to answer and focuses the work on one or two health topics.</p>	

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		<p>For each WSCC component, there is a module scorecard. To complete the scorecard, team members –</p> <ol style="list-style-type: none"> 1. Read the question 2. Read the descriptor and definition 3. Read the scoring responses 4. Discuss and select the best response 5. Total the scorecard and 6. Complete the planning questions, which ask you to identify the strengths, areas for improvement, and actions that can be taken to address the areas of improvement <p>All of this information is used to create a school’s plan for improvement.</p> <p>The process for implementing the School Health Index is easy, and again, there are many resources to support your team’s use of this tool.</p>	
15	1 minute	<p>YRBS</p> <p>STATE: The last resource we will discuss is the Youth Risk Behavior Surveillance System (YRBS).</p> <p>The YRBS is a national school-based survey conducted by the CDC to monitor a variety of health behaviors. There are six categories of health-related behaviors that contribute to the leading causes of death and disability among youth and adults, including:</p> <ul style="list-style-type: none"> • behaviors that contribute to unintentional injuries and violence • sexual behaviors related to unintended pregnancy and sexually transmitted diseases, including HIV infection • alcohol and other drug use • tobacco use • unhealthy dietary behaviors • inadequate physical activity 	
16	1 minute	<p>YRBS AND GRADES</p> <p>STATE: Data from the 2017 national Youth Risk Behavior Survey (YRBS) were used to better understand the associations between school grades and these behaviors. The data show that students with higher grades are less likely than their peers with lower grades to participate in certain risk behaviors. While it is important to remember that these associations do not prove causation, the information can be used to inform decision-makers and develop or strengthen policies and practices to help those students at highest risk. Numerous fact sheets using this national data are available.</p> <p>https://www.cdc.gov/healthyyouth/health_and_academics/</p>	

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17	5 minutes	<p>PROCESSING</p> <p>STATE: We have talked about four different resources that can assist with assessment in different ways. We hope you will become familiar with each. As we stated in the beginning, you may want to first familiarize yourself with your Local School Wellness Policy. If you feel it needs strengthening, use the WellSAT tool to assist you. We also talked about the YRBSS that can help identify the risk behaviors that most impact your students.</p> <p>The School Health Index is certainly the most comprehensive tool, so let's take a few minutes to consider next steps.</p> <p>Find Handout #1 and refer to the two sections at the bottom of the page. Based on what you know about the School Health Index, identify one or two priority health topics that you feel your school needs to address.</p> <p>Next, identify an individual from your school who could represent each of the WSCC components and write that person's name next to the component.</p> <p>If you currently use the SHI, consider what steps you might take to strengthen your results. How could you engage more perspectives from other staff, students, family, and community members?</p> <p><i>DO: If time allows, have a few participants share their results.</i></p>	Handout #1: Key Points and Notes
18	2 minutes	<p>SUCCESS STORY</p> <p>STATE: The work that is done through a school health team or committee <i>does</i> make a difference in the lives of the students and staff. Just ask Washington Local Schools in Toledo, Ohio. Their teams have been using all modules of the School Health Index for several years, and through this work, they have developed a culture of health and wellness throughout the district. Each school building in the district has a functioning team that conducts the School Health Index every other year. The data from the assessment is used to create a personalized plan for improvement for each school site. Plans are implemented and evaluated each year, and the building principal communicates the progress by submitting a written evaluation of the work accomplished along with an updated plan for improvement to the district.</p>	

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		<p>Recent results from this work include:</p> <ol style="list-style-type: none"> 1. Insurance provider developed a wellness portal with several wellness activities for staff to participate in. By participating, staff members accrue points and earn incentives (Employee Wellness) 2. Bully prevention policies are in place to ensure student safety (Social and Emotional Climate) 3. Salad bar for students and staff has been installed at the high school (Nutrition Services) 4. Yoga breaks are conducted at the elementary school (Physical Education and Physical Activity) 5. Support teams are available at the junior high school (Counseling, Social Support, and Psychological Services) 	
19	1 minute	<p>REVIEW</p> <p>STATE: To review, today we:</p> <ul style="list-style-type: none"> • explained why a school health needs assessment should be used • explored and identified recommended assessment tools and resources • identified priority health topics and resource people 	
20	5 minutes	<p>CLOSING ACTIVITY</p> <p>STATE: Identify one benefit you see resulting from completing one of the recommended tools.</p> <p><i>DO: Allow participants to respond.</i></p> <p>Some additional ideas include:</p> <ol style="list-style-type: none"> 1. The time put into assessing the needs of the school (students and staff) helps to focus the work. 2. It leads to a good return on investment of time by addressing the specific health needs of the school/district, which motivates individuals for continued work. 3. People want to participate in things that work; assessments and documentation of plans for improvement provides evidence of things that worked well and things that can be improved in the future. 4. Assessments create historical documents for wellness within the school and community. 5. Assessments can be used to make the case for grant funding. 6. Work starting at the school level can expand to the district level if there is data to demonstrate need and progress. <p>As you can see, there are many benefits to investing time in a school health assessment such as the School Health Index.</p>	

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21		<p>STATE: Thank you for participating, and good luck with assessing school health</p> <p>My contact information is listed on this last slide should you have any questions.</p> <p>Please complete the training evaluation.</p>	

TIME RECOMMENDATIONS:

For a 40–50-minute session, reduce the time by focusing only on the School Health Index as the recommended tool. Eliminate slides 7–8; 17–18.

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