Creating School-Wide Conditions for All Students to Thrive: Part 1: Introduction

April 10, 2018
Today’s Presenters

Jordanna Snyder, MPH, CHES
Objectives

1. Define school-wide wellness.
2. Understand/describe the benefit and role of SBHCs beyond the clinic walls as learned through Hallways to Health.
3. List two approaches Hallways to Health sites took to improve school-wide wellness.
Defining School-Wide Wellness
Hallways to Health: What it is and how it’s different

- Test how SBHCs can play a role in wellness, health promotion, and prevention programming within the greater school environment.
- Focus is more on **school-wide wellness** intervention design to generate changes or improvements in the school environment.
Focus Areas

- Moving beyond the clinic walls
- Healthy eating and active living
- Social and emotional health
- School employee wellness
Hallways to Health Sites

**California**
- John F Kennedy High School
- Rea Elementary School
- Rice Elementary School
- Roosevelt Middle School
- San Fernando High School

**Oregon/Washington**
- Merlo Station High School
- Milwaukie High School
- Washington Middle School

**Georgia**
- Lake Forest Elementary
- Turner Elementary
- Whitefoord Elementary

**Maryland**
- Northwood High School
- St. Frances Academy
Moving Beyond the Clinic Walls

Only when we meet our most vulnerable young people where they are...

Could someone help me with these? I’m late for math class.

...do we afford ALL children the opportunity to thrive
Evaluation Questions

1. Is there *increased engagement and integration* by school stakeholders in school-based health center (SBHC) clinical and school-wide wellness efforts?

2. Did schools successfully *implement sustainable policies, protocols, and programs* in school-wide wellness efforts?
SBHC STAFF are involved in school-wide health policies & programs

SCHOOL ADMINISTRATORS are involved in school-wide health

TEACHERS are involved in school-wide health

STUDENTS are involved in school-wide health

All significant.
Lessons from Hallways to Health

- Good health ≠ clinic visit
- Co-location ≠ effective integration of the SBHC into the school culture
- As a model, SBHC staff have a lot of expertise, can bring attention to issues that may be overlooked AND be a key part of a collective process
# Healthy Eating Active Living Approaches

<table>
<thead>
<tr>
<th>School-wide</th>
<th>Policy/Systems</th>
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<tbody>
<tr>
<td>• Nutrition/cooking/wellness classes</td>
<td>• Food insecurity screenings</td>
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<td>• Awareness campaigns</td>
<td>• BMI screenings</td>
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<td>• Obesity prevention in health class curriculum</td>
<td>• School gardens</td>
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<td>• Healthy food policies</td>
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<td>• Physical activity programs before and after school</td>
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<td>• Alternative breakfast options</td>
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“It’s a policy and protocol now that the school staff and students expect to be there, and that will continue for years to come so that students have a healthy meal even if they arrive late to school.”
“It’s been extremely fulfilling and satisfying– the children are just drawn to that garden. It has provided so many other benefits outside plant science, and nutritional education.”
### Social and Emotional Learning Approaches

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<th>School-wide</th>
<th>Policy/Systems</th>
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<tr>
<td>• ACEs or other school-wide behavioral health screening</td>
<td>• Using restorative justice practices in place of suspension and detention</td>
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<tr>
<td>• Healing circles and other behavioral health groups</td>
<td>• School administrators refer to SBHC for conflict mediation</td>
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<td>• Dance, yoga and mindfulness programs</td>
<td>• Hired LCSW</td>
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<td>• School-wide mental health programs</td>
<td>• Creation of and involvement on wellness committees</td>
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<td>• Teaching stress-reduction techniques</td>
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“Mindfulness is a technique for people to reflect on what’s going on inside them.”
Programs

Protocols

Policies
National scale up
Creating a school-wide culture of wellness

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<th>Creating a School-Wide Culture of Wellness</th>
<th>Build A Wellness Team</th>
<th>Build Buy-In And Engage Stakeholders And Partners</th>
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<tr>
<td>Engage Community-Based Organizations and Businesses</td>
<td>Engage Youth</td>
<td>Engage Parents And Guardians</td>
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<tr>
<td>Engage School Partners</td>
<td>Tell Your Story</td>
<td>Assess Conditions For Wellness</td>
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<tr>
<td>Create &amp; Implement Your Action Plan</td>
<td>Sustain Your Efforts</td>
<td>Resource And Tools</td>
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Build a Wellness Team

An effective school-wide wellness strategy permeates every aspect of school life – from the classroom to the cafeteria, from campus to neighborhood, and from student support services to the attendance office. It requires active involvement of all who have a stake in student wellbeing and academic success.

Whatever the name - wellness committee, council, task force - a diverse coalition of school and community stakeholders, champions, supporters, and implementers serves many important functions. The group may do the following:

- Establish a compelling vision for what wellness makes possible.
- Explore shared values and aspirations.
- Set actionable goals and objectives.
- Align resources and partnerships.
- Create performance measures and benchmarks.
- Evaluate progress.
- Communicate the group’s efforts to a broader public.

Diversity of membership on the team in role, gender, racial, and sexual identity can fuel broader community connections and resources and generates more innovation. Based on your needs and process, recruitment and vision setting can occur simultaneously, or one may precede the other.
Best Practices

- Recruit Wellness Team members.
  A solid foundation starts with a strong team. Select the members of your school wellness team for their ability to influence, create, or change the policies, programs, practices and culture that will be necessary to achieve school-wide wellness. At a minimum, include representatives from the SBHC, school administration and staff, and the community at-large. SBHC staff can also integrate with similar established wellness.
  
  - Refer to Strategies for Developing a School Wellness Team to select team members.
  - Identify passionate and qualified champions for student wellness across systems and sectors, where missions align.
  - Recruit members annually to incorporate new energy and ideas.

- Develop the vision, mission, and objectives of the Wellness Team.
  The group should articulate a shared vision of what a school-wide wellness initiative makes possible for students and the school community. It should reflect the group’s values, a set of deeply held beliefs and behaviors that will guide the team’s work over time. Use the Vision Statement Tool to draft your vision statement.
  
  A mission statement should define the team’s goals and objectives in a SMART (specific, measurable, action oriented, realistic, and timely) manner.

- Define the scope, roles, and responsibilities of the Wellness Team.
  Codify the authority and functions of the team with a memorandum of understanding or letter of agreement with signatures from all parties, including the principal or superintendent. This agreement will establish the group’s authority and purpose, as well as document the commitment of school leaders. The agreement should:
  
  - Identify your team’s capacity, resources, and skills.
  - Define the roles and responsibilities of each member.
  - Determine if the team members need any additional training or support to perform their roles.

- TIP Create a similar team at the district level to advocate for wellness strategies, such as policy and curriculum changes, that require district level support.
- TIP If your school already has a wellness team or coordination of services team in place, get involved!

- TIP Conduct any training before the start of the school year so the team has all the skills and resources they need to hit the ground running when the busy school year begins.
- TIP Keep the team engaged throughout the year via bi-monthly scheduled meetings.
Stories from the Field

- Finding allies who share your wellness goals.

At Turner Elementary in Albany, GA, the Hallways to Health program coordinator wanted to create wellness teams to establish student wellness policies at Turner and throughout the district. The principal connected the coordinator with the district nutrition manager, who is responsible for overseeing USDA regulations in exchange for federal Free and Reduced Meals funding. Inspired and energized by their partnership, the eager duo soon recruited the superintendent, athletic director, curriculum coordinators, principals, and student school board representatives to form the district wellness committee.

The cross-sector collaboration on the district wellness committee was key to reinstating recess on the school and district master schedules – a change that will affect thousands of students. The committee also mandated that all schools in the district create wellness committees to enforce and maintain wellness policies at the building level.

- Leveraging existing infrastructure.

Oakland Unified School District (OUSD) requires all health care and social service organizations in its schools to form a Coordination of Services Team (COST). At Roosevelt Middle School, the COST includes the principal, attendance team members, SHBC staff, and other members of the school staff. The SHBC staff plays a crucial role on the COST, and thereby in the school. By co-facilitating COST meetings, SHBC staff successfully advocated for the inclusion of restorative practices as part of the school’s discipline structure.

The new policies decreased chronic absenteeism and suspensions. Participating on the COST also helped SHBC staff improve care coordination with student support services and raise awareness about SHBC services and resources among school staff and administrators. Serving on the COST team improved the relationship with school administrators, and increased SHBC visibility and partnerships within the school and community — leading to increased student visits (and revenue) for the SHBC.

- Appealing to staff wellness needs.

At Whitefoord Elementary in Atlanta, GA, the SHBC team successfully engaged school staff by starting their wellness activities with the employees themselves. The school administration and SHBC staff made announcements during staff meetings to recruit members for the school employee wellness team. The group’s first action: a survey of staff, which revealed they wanted resources and programs to improve their own health and wellness. In response, the committee hosted Zumba nights and fitness challenges, offered mid-day massages in the teacher lounge, and created a walking club for school employees. Whitefoord’s employee wellness committee increased the availability of healthier options and opportunities in the school and improved the school employee wellness as a result.
Upcoming Webinars

Hallways to Health Webinar Series: Part 2 – Building a Team and Engaging Your Partners
• Tuesday, April 17, 2018 2:00pm Eastern Daylight Time

Hallways to Health Webinar Series: Part 3 – Assessing the Conditions for Wellness and Planning Action
• Tuesday, May 8, 2018 2:00pm Eastern Daylight Time

Hallways to Health Webinar Series: Part 4 – Codifying and Institutionalizing Efforts
• Tuesday, May 15, 2018 2:00pm Eastern Daylight Time
Questions?

Please enter your questions into the “Chat” box of the Zoom control window.
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PC5: Promoting Schools as Hubs of Wellness: The Hallways to Health Model

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Questions?

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POLL QUESTIONS!
Thank You!

Additional Questions? Contact me at: jsnyder@sbh4all.org