

CREATING THE SCHOOL HEALTH ADVISORY COUNCIL

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STEP ONE: ADMINISTRATIVE BUY-IN

- At the end of the day, if a project or direction in the school is to be successful, it must have administrative support. An Employee Wellness Program is not any different. If the principal is bought into the concept, the chances of success are far greater than if not. To help attain buy-in one must present data and establish a need. Below are some questions / concepts to consider prior to talking with your principal.
- *“To survive and be successful, a health promotion program must contribute to the mission, long-term goals and short-term priorities of the organization it serves and to the special interests of those who approve its budgets.” 39*

-Michael P. O'Donnell, Editor-in-Chief, American Journal of Health Promotion



GETTING STARTED

- Display mission and vision for school and district:
- Review 8 modules of the CDC and how they align to your mission and vision
- List the ways that our Health and Wellness Program align with your mission:
- List key data points that you want track and how they will affect your campus with cost and negative impact, examples:
 - Absenteeism
 - Staff
 - Student
 - Financial cost of absenteeism
 - Injuries due to unhealthy situations
 - Choices of healthy food
 - Chances to meditate or work out
 - How physical activity can impact academics
 - How physical activity effects adults



SAMPLE SCRIPT

- *Greetings. Thank you for taking the time to meet with me today. As you know, I recently attended the Nevada Wellness Conference on behalf of the school. I learned a lot about how employee health and wellness can help us to improve attendance, decrease disciplinary issues, improve performance, and potentially decrease insurance premiums. It will require work on our part as a staff, but I believe that it is worth it. Would it be ok with you if I gather some preliminary data on staff absence, insurance costs, workman's comp claims, and other data points? I would like to gather this data as well as assess the level of interest on our staff for improving wellness. Even better, by doing this, which I believe to be the right thing for our staff, we can get positive press and media attention through the recognition program that HAWP has created, helping us to recruit and retain quality employees. What do you think?*



STEP 2: IDENTIFY RESOURCES

- It is important to determine who the key players are on your staff and in your community. Suggested important individuals who may have quick / immediate buy-in are as follows:
 - Health Teachers
 - School nurses / health assistants
 - Community support from local doctors
 - PE Teachers
 - School-based Mental Health
 - School Nutrition Professionals
 - Staff who are into health, wellness, and fitness
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- Most districts already have partnerships with community agencies and organizations upon which they can build. One desirable qualification for the district school health coordinator is knowledge of and good connections with community resources. In addition, a well-organized district school health council will have members who either represent or have relationships with community service providers



POTENTIAL COMMUNITY PARTNERS INCLUDE:

- **Local Health Departments:** Staff members are trained to organize and offer health-promotion interventions and to assist with collecting, interpreting, and using health data. Health Departments can also assist with providing services such as immunizations and screenings.
- **Hospitals:** Hospitals are eager to provide preventative care and community service. Hospitals also have a desire to improve their public image and want to fulfill their commitment to improving health. Hospitals may also be helpful in offering screenings.
- **Parent Organizations:** The PTO / PTA can be helpful in moving school policy towards implementation and adoption. The connections that members have may also help with getting donations such as water bottles, fitness equipment, and potential prizes for an employee wellness program.
- **Voluntary Health Organizations:** Organizations such as the American Heart Association, the American Diabetes Association, and the American Cancer Society can assist with providing free or low cost screenings, providing informational sessions, and free print materials.
- **Local Businesses:** Local business partners can donate access to facilities, supplies, and healthy food items. Often fitness centers will provide discounts to teachers and participants in wellness challenges.
- **Health Insurance Companies:** Most health insurance companies know the value of improved health, wellness, and safety on a school campus and have programs set up to encourage participation. Additionally, many insurance companies will offer discounts and incentives to participants in wellness challenges and programs.



FUNDING?

- Registration Fees – Can be limiting
- District Revenues
- Employee Health Insurance Company
- Federal / State / Private
 - When seeking funding from private sources, the following should be determined about the funding source:
 - Its mission or special interests
 - The types and sizes of awards available
 - Application guidelines



STEP 3: IDENTIFY A LEADER

- “Each **school/district** shall appoint a school health coordinator to assist in the implementation and coordination of school health policies and programs by:
- Qualities of a Leader
 - Servant leader
 - Listener
 - Trust worthy
 - Understanding Healthy Guidelines and the need for improvement
 - Organizer
- Identify resources for and schedule school employee wellness activities



RESPONSIBILITIES OF THE LEADER

- **Develop a program**
 - Identifying necessary resources
 - Providing or arranging for necessary technical assistance
 - Coordinate the development, implementation, and evaluation of the school employee wellness program, including needs assessments and data collection
 - Convene (and participate in) regular meetings of the school employee wellness committee.
- **Implement steps**
 - Assisting the superintendent/school principal and other administrative staff with the integration, management, and supervision of the school health program
 - Ensuring that the instruction and services provided through various components of the school health program are mutually reinforcing and present consistent messages
 - Facilitating collaboration between the district/school and other agencies and organizations in the community that have an interest in the health and well-being of children and their families
 - Communicate regularly with the administration about the status of school employee wellness activities and make recommendations and suggestions for program planning
 - Arrange trainings and employee development opportunities in consultation with the superintendent and personnel director.
- **Deploy strategies**
 - Conducting evaluation activities that assess the implementation and results of the school health program, as well as assisting with reporting evaluation results.
 - Facilitating collaboration among school health program personnel and between them and other school employees
 - Represent the school employee wellness component on the district's school health council.
 - Report at least annually to the school board.
- **Develop relationships with community health providers (e.g., local health departments, hospitals, neighborhood clinics, health professionals), recreational facilities, voluntary health organizations (e.g., American Cancer Society, American Lung Association, American Heart Association), and other community members who can provide resources for or support school employee wellness activities.**
- **Develop and administer the budget.**



ADDITIONAL CHARACTERISTICS / SKILLS

- A school employee wellness leader should have skills in writing, organizational management, marketing, and budgeting. The school employee wellness leader should share these responsibilities with the school employee wellness committee discussed in Step 4.



STEP 4: DEVELOPMENT OF THE STAFF WELLNESS TEAM AND THE SCHOOL HEALTH ADVISORY COUNCIL (SHAC)

A SHAC should have 12 -14 members and should have representation from parents, teachers, students and community stakeholders. The purpose of the SHAC is to guide the mission and direction of the school regarding health and wellness. The establishment of a SHAC is not optional. SHAC is a requirement by Federal ruling.



EXPECTATIONS



- Be sure that people who are invited to join the committee know what exactly to expect:
- Regular meetings
- Attendance at statewide wellness conferences
- Present to staff and employees about program plans and garner feedback and support
- Assist with assessing needs
- Coordinate wellness activities
- Advocate for and participate in activities
- Ensure activities are aligned with district policies and norms



SAMPLE LETTER – STAFF WELLNESS TEAM

- *Thank you for taking the time to talk with me today. I recently learned about how we as a school can improve employee retention, decrease insurance premiums, recruit teachers, promote a positive community image, and improve classroom performance. Are these things that you are interested in learning more about? This takes some effort on the part of the teachers and the administration and I am looking to build support. I would like to start an employee wellness plan here on our campus. We can establish a committee, decide what we would like to see improved, and even achieve statewide recognition for our efforts. Is this something that you feel that you can support?*



STAFF WELLNESS PROGRAM

- Module 7 of the School Health Index - CDC



SCHOOL HEALTH ADVISORY COUNCIL (SHAC)

A School Health Advisory Council (SHAC) should have 12 -14 members and should have representation from parents, teachers, students, and community stakeholders. The purpose of the SHAC is to guide the mission and direction of the school (including students and community) regarding health and wellness. The establishment of a SHAC is not optional. SHAC is a requirement by Federal ruling. A great way to begin the development of the SHAC is through the Staff Wellness Committee. This committee can begin to set the vision and mission for health and wellness on the campus, starting with the true heroes of our society; school personnel.

- Team Members Should Include:
- School Administrator
- School Board member
- School Food Service manager or representative
- Health and Physical Education teachers
- Student/s
- Teachers with an Interest in Health and Wellness
- Parent/s
- Other community members.



STEP 5: GATHERING DATA

- Interest survey
- Scheduling survey
- Provide visibility for your program
- Describe the benefites of employee wellness and school wellness
- School Health Index - CDC



STEP 6: DEVELOP A PLAN

- Establish a mission statement
- Establish a vision statement
- Establish supporting beliefs
- Identify opportunities for growth from the data you have collected (scorecard and survey results)
- Prioritize goals
- Create S.M.A.R.T. goals

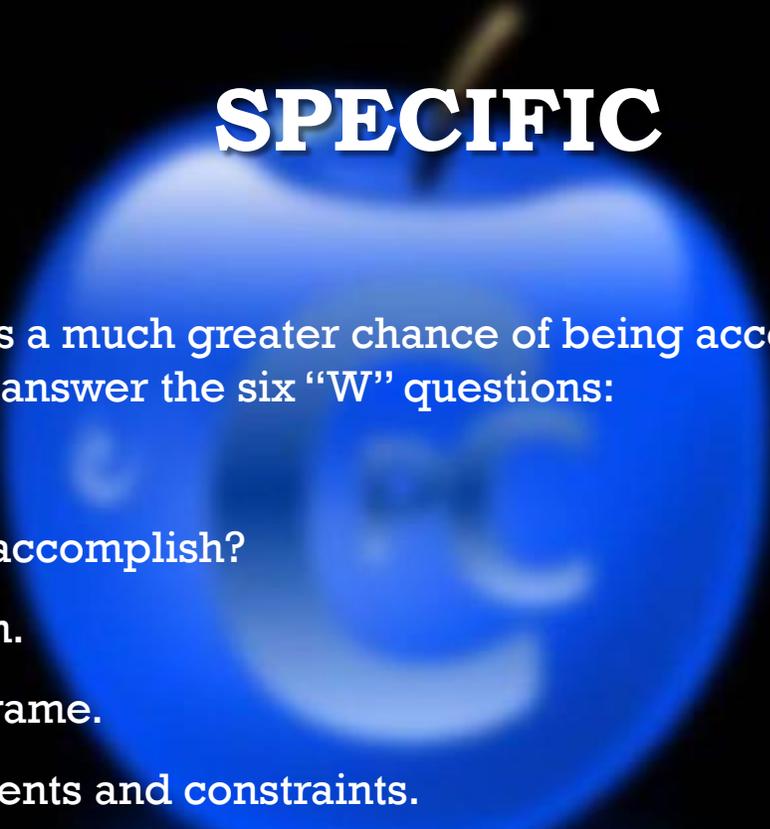


S.M.A.R.T. GOALS

- S: Specific What is it precisely that you would like to achieve?
- M: Measurable What are the exact measures of achieving success?
- A: Attainable The goal must be able to be achieved
- R: Reasonable The goal must be realistic and achievable
- T: Time Oriented The goal must have a timeline for completion



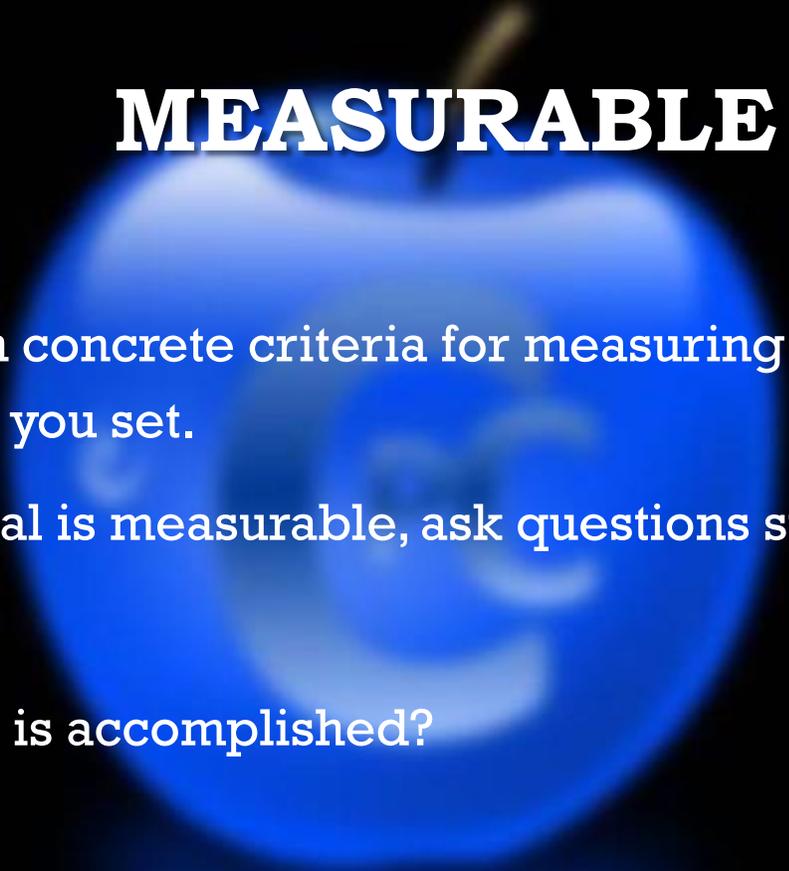
SPECIFIC



- **Specific:** A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:
- *Who: Who is involved?
- *What: What do I want to accomplish?
- *Where: Identify a location.
- *When: Establish a time frame.
- *Which: Identify requirements and constraints.
- *Why: Specific reasons, purpose or benefits of accomplishing the goal.
- **EXAMPLE:** A general goal would be, “Get in shape.” But a specific goal would say, “Join a health club and workout 3 days a week.”



MEASURABLE



- **Measurable** - Establish concrete criteria for measuring progress toward the attainment of each goal you set.
- To determine if your goal is measurable, ask questions such as.....
- How much? How many?
- How will I know when it is accomplished?



ATTAINABLE



- **Attainable** – When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.



REALISTIC

- **Realistic-** To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be.



TIMELY

- **Timely** – A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs., when do you want to lose it by? “Someday” won't work. There must be a timeframe set for achievement.



EXAMPLE

- Goal: We would like to increase the current number of staff participating in the walking club at least three times a week by 20% by the end of the first quarter.
- S: Is the goal above specific? Can you tell what the group wants to achieve?
- M: Can you measure success objectively?
- A; Can the goal of increasing participation be acted upon?
- R: Is it reasonable to expect a 20% increase?
- T: Is the goal time sensitive?



STEP 7: IMPLEMENT THE PLAN

Marketing

- Plan a kickoff event with special activities that entice people to notice school employee wellness efforts. An endorsement by the superintendent or other key administrator is a powerful strategy for promoting participation.
- Create a Facebook Wellness Group Page
- Wellness App Tracking and Accountability
- Posters (Appendix A)
- Quarterly Wellness Newsletters
- Payroll stuffers
- Email
- Announcements at Union and Employee Meetings



IMPLEMENTATION

- Involve the news media and community members to raise awareness and motivation
- Design a School Based Wellness Webpage that links to district Wellness Webpage (i.e. www.dvusd.org/wellness)
- Wellness Opportunity Co-Op School Share Promotions
 - See O'Connor Yoga Flyer at www.dvusd.org/wellness)
- Wellness Success Story Page
 - Details to include...What type of event or action took place, what grade levels participated, who developed and coordinated the idea or event and how it was funded. Include lots of pictures and an email for contact.
 - Please share big and little successes your school or classroom has had. Events and projects starting as ideas and transforming into successful projects or events should be used as inspiration throughout our community. Provide as many specifics as you can.
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- Join the District-Based Wellness Policy Committee (i.e. www.dvusd.org/wellness)
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- Wellness Opportunity Co-Op School Share Promotion
 - Join several schools as the instructor moves from school to school or teacher moves from school to school based on activities offered
 - See O'Connor Yoga Flyer at www.dvusd.org/wellness)
 - Internal and External Competitions



IMPLEMENTATION: BUILD THE FOUNDATION

- Start with finding leaders to run the activity
 - Criteria
 - Degrees or recognized training/certification to be selected and reviewed by the wellness committee
 - CPR Certification
 - Personal Liability Insurance
 - Ideas for activity leaders
 - Volunteers
 - Physical Education Teacher
 - Health Educators
 - Nutritionists
 - Certified fitness instructors
 - Qualified Yoga Instructors
 - Registered Massage Therapists
 - Mental Health Professionals
 - Wellness Leader
 - Consulting Company like CorePurposeConsulting.com



IMPLEMENTATION: BUILD A FOUNDATION

- Begin with easy to implement activities
 - Based on assessments and surveys what activities would the staff be interested in attending
 - Tailor to the health needs of the participants
 - Introduce Only One or Two Activities
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- Funding
 - Consider starting with a simple initiative that costs little or nothing
 - As you advance in activities small activity fees can be charged for exemplary programs
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- Design Accountability measures
 - Partners
 - Technology / Apps
 - Facebook



IMPLEMENTATION: ATTEND A CONFERENCE AS A TEAM

- Motivation
- Team Building
- Support Action Planning
- Networking
- Participants return to their campuses enthusiastically committed to sharing what they have learned with their colleagues

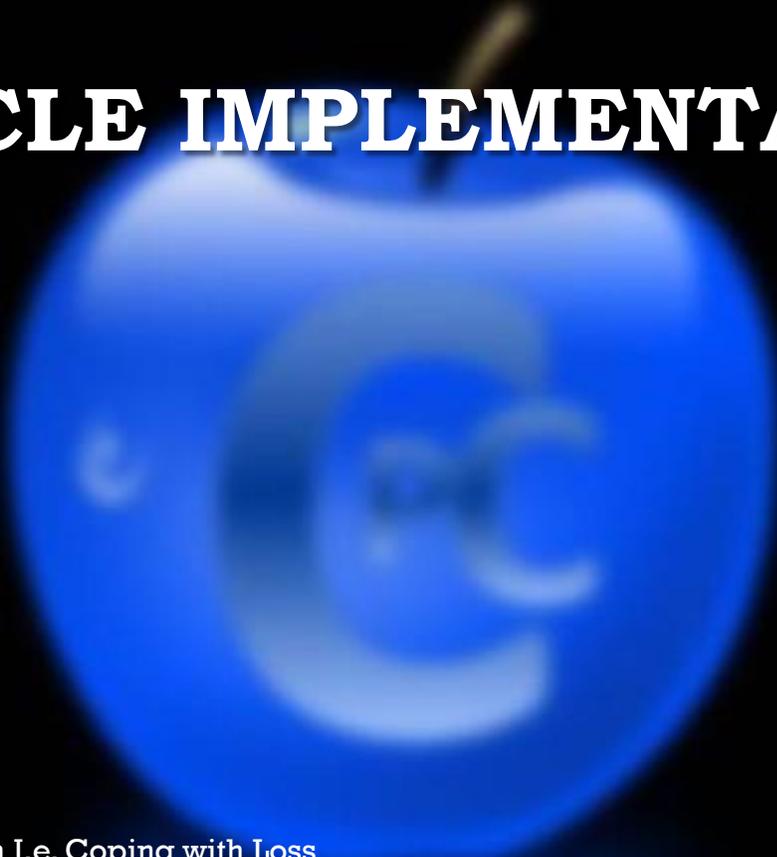


IMPLEMENTATION: ESTABLISH A YEARLY CYCLE BASED ON A MONTHLY THEME

- Activities to Consider when launching an employee wellness program
 - Monthly Walking Program
 - Provide a presentation on the relationship of nutrition and fitness to stress
 - Organize an Annual Health Fair
 - Organizing a health fair can be labor intensive. On the other hand, it can be an opportunity to engage students and address a number of program goals such as the following:
 - Raising awareness and educating participants through literature distribution and talking with employees at booths;
 - Testing health-promoting practices with employees who might use them;
 - Screening for health risk factors and surveying for health program interests or readiness; and
 - Involving community resources, which increases community visibility and builds a base for continued support and partnership.
 - However, one of the pitfalls of using a health fair to start school employee wellness activities is that some districts regard it as an end rather than as an element of an overall program.
- - Open access to fitness centers, gyms or weight rooms
 - Organize leagues or games
- - Provide nutrition management
 - Provide stress management options
 - Conduct staff development days that features...
- Featuring wellness at staff development days demonstrates system-wide support for school employee wellness. The program can include motivational speakers, health assessments accompanied by resources to prevent or address health risks, or opportunities to engage in health-promoting behaviors such as physical activity and healthy eating.
- The physical assessments helped participants establish a baseline for a resting heart rate, identify appropriate personal exercise programs, and “walk” through various exercise programs.



CYCLE IMPLEMENTATION



- Yoga
- Meditation
- Nutrition on the go
- Stress Management
- Physical Activity
- Fun Fitness
- Mindfulness
- Health Related Session
- Motivational Speaker
- Emotional Related Session I.e. Coping with Loss
- Hydration

- Advocate health care vs. sick care in faculty meetings



COMMUNITY PARTNERS

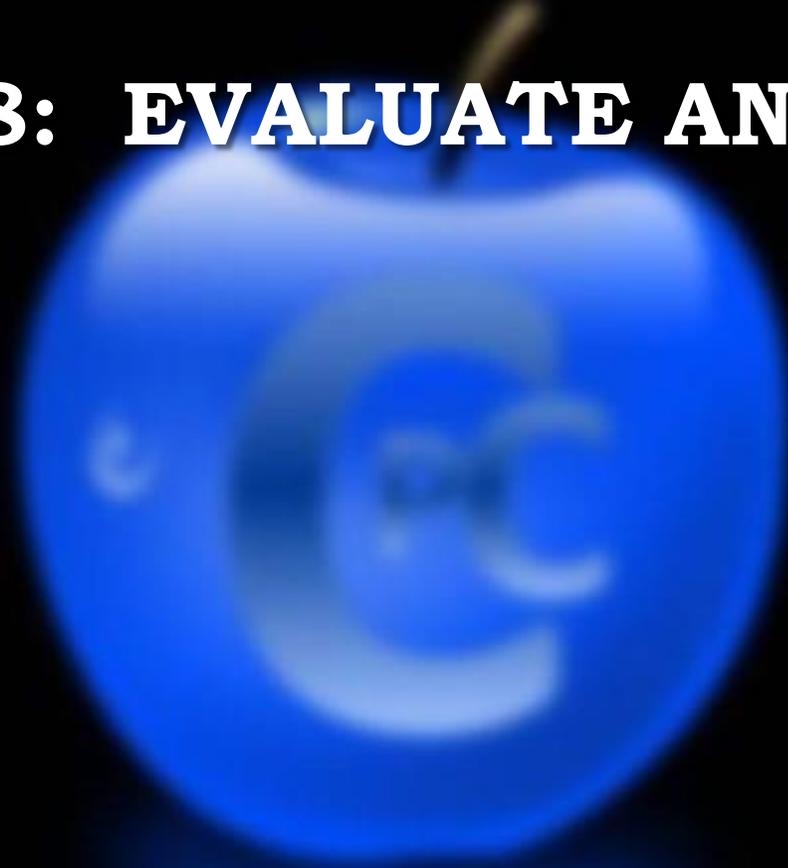


- schedule screenings for a broad array of conditions
 - Cardiovascular disease
 - Diabetes
 - Glaucoma
 - Sickle cell anemia
 - Prostate cancer
 - Breast cancer
 - Skin cancer
 - Oral cancer
 - Basic health measures
 - Blood pressure
 - Cholesterol
 - Substance use
 - Height
 - Weight
 - Body fat
 - Bone density
 - Hearing, and Vision. For health screenings, it is important to provide a setting that ensures privacy. Participants should be assured that all personal information will be kept confidential and will not be made available to anyone without their permission. Screenings can be offered on a stand-alone basis or they may be part of a larger event such as a health fair.



STEP 8: EVALUATE AND ADAPT

- Surveys
- CDC survey



STEP 9: SUSTAIN THE PROGRAM

- Create a state of the school address
- Invite administrators to attend meetings / events
- Develop clear procedures for communication
- Through appropriate channels, request an opportunity to meet with the school board annually.
- Make recommendations to the board
- Revise or update policy
- Promote efforts and successes



WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD MODEL - CDC



WSCC
Whole School, Whole Community, Whole Child

**A Collaborative Approach
to Learning and Health**



Children are shown in a classroom setting, engaged in an activity. One child is wearing a paper hat. A speech bubble above them says "Let's make you feel good!".



**NATIONAL ASSOCIATION OF
CHRONIC DISEASE DIRECTORS**
Promoting Health. Preventing Disease.

**Ease of WSCC
Implementation**

