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Creating Healthy Futures: BC Healthy Schools Network Assessment Tool



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Purpose

- BC's Healthy School Assessment Tool allows schools to systematically assess how they are doing with respect to the key components of a healthy school
 - Confirm policy and practice
 - Stimulate discussion
 - Build on ideas and activities



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Using the Tool

- Phase I: Team
- Phase II: Assess
- Phase III: Prioritize
- Phase IV: Action



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Phase I-Team

- Provide an overview of Healthy Schools to staff including:
 - What Are Healthy Schools? – Pg. 2
 - What is the Healthy Schools Network? – Pg. 2
 - Benefits of System Wide Approaches – Pg. 2



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Phase I-Team

- Select a Healthy School Team
 - Principal/Vice-Principal
 - Teacher(s)
 - District resource staff
 - Parent(s)
 - Student(s) (middle, secondary level)
 - Health Authority staff
 - Community resource personnel



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Phase I-Team

- “Although the process was slow to start, careful deliberate consideration was given to ensure that all members of the school community were engaged and involved, resulting in a successful collaboration...rushing the process would have resulted in a less positive outcome.”
- “Bringing in members of the community has created a powerful working partnership.”



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Select your school contacts

- To facilitate ministry support/communications
- To attend HSN/NPBS regional meetings
 - One teacher/one principal or vice principal



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Phase II-Assess

- Implement *Creating Healthy Futures: BC's Healthy Schools Network Assessment Tool*
 - Team discussion and consensus
 - “minimally”, “moderately”, “thoroughly”
 - Tally points and determine percentage of attention
 - See sample page 10



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Phase II-Assess

“The process of self assessment, prioritizing key elements of our schools’ health, choosing a focus of inquiry around nutrition and engaging our staff and students in effective strategies to improve the healthy habits and knowledge of students created a sense of ownership in getting the job done.”



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□ Examples of assessment strategies:

- Utilizing staff meetings
- Posting the assessment tool in the staffroom
- Developing student, staff, and parent surveys
- Networking with other schools



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Phase III-Prioritize

- Highlight areas of attention and determine priority focus
 - Focus on 1's and 3's

- Utilize the *Approach to Action* to find overlapping areas of concern
 - *Approach to Action Section - pg. 27 – 32*
 - *Sample Approach to Action Worksheet – page 30*



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- Utilize Strategy Scoring Index – pg. 33
 - Impact on student achievement
 - Cost
 - Time
 - Commitment
 - Achievability



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Phase IV-Action

- ❑ Formulate an inquiry question to focus the action
- ❑ Develop a plan for creating positive change
- ❑ School Health Plans outline:
 - School goals for each priority area for improvement
 - Strategies for achieving desired results
 - Timelines for implementation
- ❑ Access feedback and support at the NPBS meetings
- ❑ Evaluate and reflect on the results in End of Year Report



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Outcomes

- Improved school cultures

- Empowered students
 - with health knowledge, skills, and attitudes to help maximize their potential



□ Empowered Teachers

- Greater student success
- Learning how to help all learners

□ Empowered Citizens

- Provide our students with the skills necessary to manage their greatest asset – their health!



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Final Thought....

“The school setting is one of the most promising settings for helping children and youth develop healthy ways of living.”

Perry Kendall, An Ounce of Prevention, A Public Health Rationale for the School as a Setting for Health Promotion: A Report of the BC Provincial Health Officer, 2003)