

PEER-TO-PEER LEARNING TOOL: LESSONS FROM WELLNESS TEAMS

Working to Achieve the Healthy CPS Health Leadership Badge



HEALTH LEADERSHIP

What is the “Health Leadership” Badge?

Schools that earn the Health Leadership Badge are ensuring staff are appropriately trained to support student health and are designating specific roles to select staff members to support health and wellness.

What is this Handout?

This handout includes basic information about the Health Leadership Badge, key resources to help schools in achieving this Badge, and recommendations from Wellness Teams who have been working to achieve this Badge.

Did you know?

- Schools with **active Wellness Teams** have seen reductions in childhood obesity.¹
- School **staff play a critical role** in helping to reduce the risk of short- and long-term complications of chronic conditions.²⁻⁴
- LGBTQ+ students in safe and supportive school environments experience **lower rates of depression and suicide**.⁵
- School wellness teams/councils are associated with **increases in school-level policies and practices** that improved the competition nutrition environment.⁶

WHAT DO SCHOOLS NEED TO EARN THE HEALTH LEADERSHIP BADGE?

- ★ The principal has nominated a school Wellness Champion.
- ★ The Wellness Team is active, meets quarterly, and reports progress to the Local School Council.
- ★ The applicable required members (Pre-K Representative, Garden Coordinator, Parent, Student, and /or Partner Organization) are on the wellness team.
- ★ All school personnel know the unlocked location of the district-issued EpiPens® at the school.
- ★ A minimum of two school staff members have completed the CPS Sexual Health Education Instructor Training within the last four years.
- ★ All school staff have completed the Supporting Transgender, Nonbinary and Gender Nonconforming Students webinar (SafeSchools Online Training).
- ★ The school garden is supported by a garden team.
- ★ All school staff completed the current school year Chronic Conditions Training (SafeSchools Online Training).
- ★ The school has a non-nurse staff member trained annually as a diabetes Delegated Care Aide (DCA) to assist students with daily diabetes management.
- ★ The school has a non-nurse staff member trained annually as the seizure Delegate Care Aide to assist students with seizure management.

TIPS FROM WELLNESS TEAMS IN ACHIEVING THE HEALTH LEADERSHIP BADGE



TRAINING

- 1 Make it a priority.** Teams successful in achieving these badges talked about the importance of making these training and assigning roles and responsibility a priority each school year.
- 2 Use and review data.** Review data to ensure training completion for all staff members and follow up with individuals accordingly.
- 3 Communicate consistently and clearly.** Make sure all staff members know about, can access, and have completed required trainings and that they know they have to complete the quizzes at the end.
- 4 Coordinate opportunities for staff to have time to complete training.** Schools have set aside time during staff meetings or professional development time for staff to complete required trainings.



WELLNESS TEAM

- 5 Support those staff members who have less experience with computers.** Provide staff members with technology support or a buddy to help them navigate the online training environment.
- 6 Support trained staff members.** Ensure trained staff know how to support diabetic students and have access to a nurse or other medical professional to answer any questions.
- 7 Make roles clear and provide guidance.** Utilize guidance materials from OSHW to ensure Wellness Champions and Wellness Teams know what their responsibilities entail.
- 8 Provide time and space for Wellness Teams to meet.** Arrange times either during, before, or after school for teams to meet. Provide coverage for teachers to meet if during the school day.



COMMUNITY ENGAGEMENT

- 9 Set aside time for networking.** Establishing relationships with community resources is important, for example identifying a community group to support a school garden.
- 10 Integrate community members.** Successful Wellness Teams mentioned how helpful incorporating individuals such as LSC members or parents into their Wellness Team has been.



Have you used these Healthy CPS Resources?

Healthy CPS website resources:

- [Healthy CPS Checklist](#)
- [Wellness Team Guidance](#)
- [COVID Wellness Team Guidance](#)
- [Healthy CPS Preparation Guide](#)
- [Why Healthy CPS?](#)
- Healthy CPS Hotline: 773-553-KIDS (5437)

Health Leadership Supports:

- [Healthy CPS Mandatory Training Reference Sheet](#)
- Sexual Health Education Instructor Virtual Training
- Diabetes Delegated Care Aide Virtual Training
- Seizure Delegated Care Aide Virtual Training
- Chronic Disease Specialist serves as the content expert with regard to all policies related to the delegated care aides.
- Quarterly reports provided by OSHW to schools listing the number of staff who had completed required training. Contact via email at OSHW@cps.edu for more information on your report.

Where did this information come from?

Virtual discussion groups with eleven Wellness Teams were conducted in spring of 2020 by researchers at the Policy, Practice, and Prevention Research Center at the University of Illinois at Chicago who is partnering with CPS' Office of Student Health and Wellness to support implementation of Healthy CPS strategies. A total of 45 individuals participated in the groups, including principals, assistant principals, classroom teachers, PE/Health teachers, counselors, nurses, and other support staff members. Discussions lasted approximately 60 minutes and were recorded and transcribed. Transcripts were analyzed and key themes associated with each of the four badges were identified.

References

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5. Horn SS, Russell ST. Sexual orientation, gender identity, and school: Learning from the past, envisioning the future. In: *Sexual orientation, gender identity, and schooling: The nexus of research, practice, and policy*. New York, NY, US: Oxford University Press; 2017:377-389.
6. Green SH, Mallya G, Brensinger C, Tierney A, Glanz K. Changes in School Competitive Food Environments after a Health Promotion Campaign. *Journal of School Health*. 2018;88(4):281-288. doi:[10.1111/josh.12613](https://doi.org/10.1111/josh.12613)

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