

THE HEALTHY CPS NETWORK SPECIALIST

Providing Health and Wellness TA Supports using an MTSS Framework

What is this Handout?

This tool seeks to provide insights for school districts nationwide as to how technical assistance providers can deliver a multi-tiered system of supports to schools to strengthen health and wellness-related programming. Information in this tool was compiled as part of an evaluation of a pilot initiative designed to support schools in strengthening health and wellness-related programming and improving compliance with local health and wellness-related policies. Information reported here was gathered from key informant interviews with representatives from schools who benefited from the support provided through this initiative. This information is shared to support continued dialogue, reflection, and action as to how each district and/or school might better support those implementing health and wellness programming and supporting children’s health and wellbeing.

What does the Healthy CPS Network Specialist do?

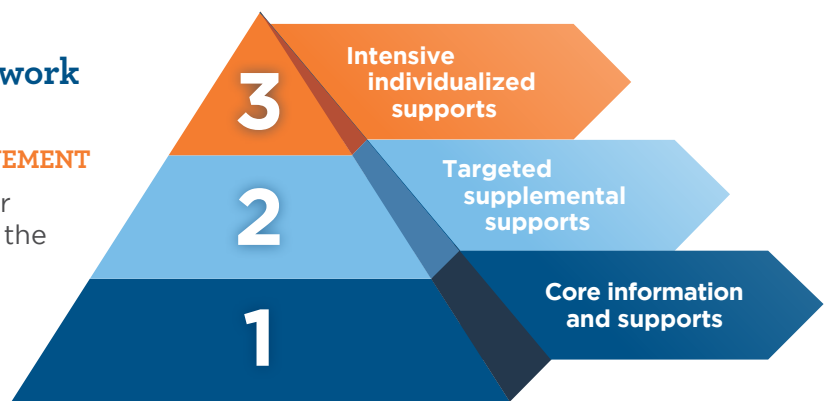
In order to promote and enhance the Office of Student Health and Wellness (OSHW) efforts to support and improve the health and wellbeing of all students, Chicago Public Schools (CPS), in partnership with the Policy, Practice, and Prevention Research Center (P3RC) at the University of Illinois at Chicago, introduced the Healthy CPS Network Specialist to schools in one geographic network of the district at the beginning of SY 20-21. The Healthy CPS Network Specialist has served as a navigator and technical assistance (TA) provider by assessing school readiness and identifying barriers and facilitators through interactions with key stakeholders. [Healthy CPS](#) demonstrates a school’s commitment to supporting the health and wellbeing of all students. Encompassing over 50 policies, Healthy CPS assists schools in eliminating health-related barriers to learning by providing guidance for health education, physical activity, school health services, support for students with chronic conditions, and more. Together, the four Healthy CPS badges, Health Leadership, Health Instruction, Healthy Environments, and Health Services, provide a framework for schools to create a culture of health in support of the whole child.



Understanding the Healthy CPS Network Specialist TA Supports:

A TIERED APPROACH TO HEALTHY CPS ACHIEVEMENT

OSHW and the Healthy CPS team administer supports and assistance in accordance with the Multi-Tiered System of Supports (MTSS) framework that CPS and other school districts employ to deliver high-quality, differentiated instruction and targeted support for all students’ academic and Social Emotional Learning needs.¹



Multi-Tiered System of Supports Framework

The Network Specialist also follows this framework to tailor TA to each school’s unique context and to engage in problem-solving to support schools in achieving Healthy CPS components. The Network Specialist focuses on working directly with schools and providing them with Tier 2 and Tier 3 supports in their efforts to achieve Healthy CPS:

MTSS Tier Definitions and Examples ²			
Tier	Definition	Examples of Assistance and Support Provided by the Specialist	Quotation
1	Supports and resources, which include newsletters and email guidance with links to resources available on the internal and external CPS websites, that go to all schools	<ul style="list-style-type: none"> • Introductory email to Network schools with information on updates to Healthy CPS initiative • Email reminder to Network schools to complete Healthy CPS documentation and/or to assign Medicaid designee • General email with information about nutrition-related school policies and internal nutrition education resources 	<p><i>“I send out three reminders with anything I send out...and then I have times that are allotted, so they can go in at their leisure to schedule a time that’s best for them.”</i></p> <p>— Healthy CPS Network Specialist</p>
2	More focused, targeted instruction, interventions, and supplemental supports	<ul style="list-style-type: none"> • Email follow-up to schools who haven’t returned Healthy CPS documentation to better support compliance • Phone call with contact at school and external health agency to ensure referral to resource is complete and promote network weaving through the identification of external supports • Phone call to discuss a Healthy CPS-related challenge that was identified through the review of school-level data on physical and vision screening completion rates • Email to connect school staff with Social Emotional Learning (SEL) professional development opportunity and support the development of professional learning collaboratives 	<p><i>“So we were able to obtain two individuals from a college to teach our sex ed. class and...[the Specialist] ... had a connection with [that resource].”</i></p> <p>—Principal</p> <p><i>“Seeing the wealth of knowledge that [the Specialist] has and how she’s connected with so many staff in schools... the Specialist has been able to give that to this Network and in turn has helped me and I’m sure others.”</i></p> <p>—OSHW Staff</p>
3	Most targeted supports and interventions (i.e., onsite visits and standing meetings)	<ul style="list-style-type: none"> • Standing meeting with a school on ongoing plans to achieve Healthy CPS or to increase compliance with health and wellness policies that involves the development of a detailed implementation plan to inform the school’s next steps • Virtual meeting to provide support to a school clarifying the Healthy CPS criteria they have achieved and identify resources available to them, and to improve implementers’ buy-in through conversations about the importance of Healthy CPS compliance • Meeting to provide support to a school in thinking through how they can improve health screener completion rates or collect them safely given COVID-related concerns • Meeting to provide local TA to a school based on their needs and connect them with a local university that provides curriculum, teaches lessons, and develops parent materials 	<p><i>“I do have a lot of administrators that contact me via phone... I’m with administrators once a month within the Network meeting...So that’s an automatic once a month...I’m always interfacing with the Chief or individuals requesting information for the chief.”</i></p> <p>—Healthy CPS Network Specialist</p> <p><i>“Working with the Specialist during the vaccination clinics... she was able to just help me understand...different areas, not just sexual health or not just PE...she really understood how it impacts the schools”</i></p> <p>—OSHW Staff</p>

Acknowledgments

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1. Sugai, G., and R. H. Horner. 2009. “Responsiveness-To-Intervention and School-Wide Positive Behavior Supports: Integration of Multi-Tiered System Approaches.” *Exceptionality* 17 (4):223-237.
2. As part of the process evaluation of this new initiative and position, a series of interviews were conducted to explore the perceived value and functioning of the Specialist. The examples and quotations shown in the table were collected through these process evaluation interviews.

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