

CHANGES IN STUDENTS

A question that remains to be answered is what effect does coordinated school health have on students? Does it improve students' overall health? Reduce childhood obesity? Improve academic performance? A larger project with a more comprehensive study is needed to answer these questions.

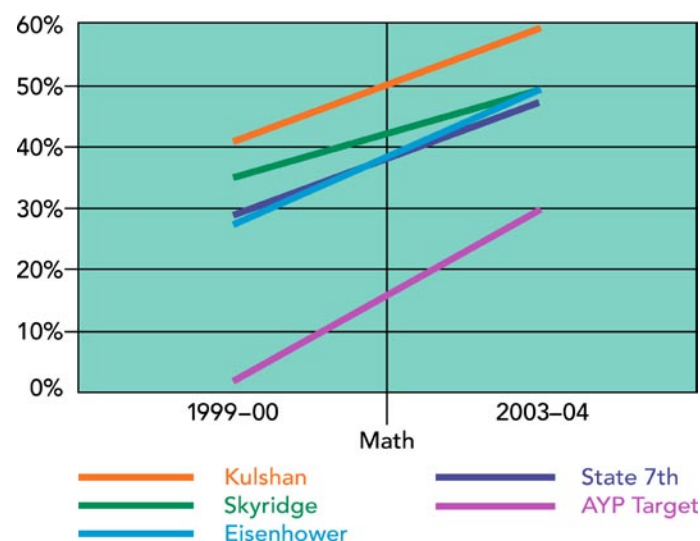
Preliminary findings indicate that there may be a link between coordinated school health and academic success. Because coordinated school health has at its premise the inter-relatedness of health and student success, the Healthy Schools Leadership Program evaluation examined the Washington State Assessment of Student Learning (WASL) scores.

Preliminary Findings

All of the participating HSLP middle and high schools showed rates of improvement on math and reading WASL scores that were equal to or higher than state average and well above the minimum adequate yearly progress. These gains held true despite increases in free/reduced lunch rates at all schools.

In addition, participating schools in very different communities showed parallel gains and almost identical rates of improvement. Eisenhower Middle School in the Everett school district was noted as one of the most improved middle schools in the state. See below:

Middle School WASL Math
1999-00 vs. 2003-04 (Source: OSPI)



CONCLUSION

The Healthy Schools Leadership Program suggests that health-promoting schools may facilitate academic achievement, a very exciting development. More comprehensive study is needed to explore these linkages and understand how health-promoting schools can contribute to student achievement.

The Healthy Schools Leadership Program was made possible by the funding, expertise, and professional staff of the organizations listed below. C.H.E.F.® would also like to acknowledge the participating schools, administrators, leaders, and Healthy Schools team members for their commitment to health for the benefit of all students and staff.

Comprehensive Health Education Foundation

C.H.E.F. is a nonprofit organization dedicated to promoting health and quality of life through education.

www.chef.org



American Cancer Society

www.cancer.org



Washington Department of Health Office of Health Promotion

Public Health—Always working for a safe and healthier Washington.

www.doh.wa.gov



Office of Superintendent of Public Instruction Coordinated School Health Initiative Healthy Schools—Successful Students

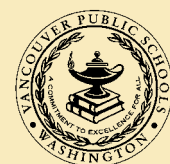
To coordinate policies, programs, and services that ensure healthy schools and healthy, successful students.

www.k12.wa.us



Vancouver School District

www.vansd.org



HEALTHY SCHOOLS LEADERSHIP PROGRAM

2000-2005

Comprehensive Health Education Foundation
American Cancer Society
Washington Department of Health
Office of Superintendent of Public Instruction
Vancouver School District



WHY IS HEALTH IMPORTANT TO EDUCATION REFORM?

Good health is necessary for effective learning. When students are sick, distracted, or absent due to health or social problems, schools become inefficient and unable to fulfill their missions of academic excellence and student success. If schools do not deal with children's health by design, they deal with it by default.

WHAT IS COORDINATED SCHOOL HEALTH?

Coordinated school health is a system of coordination between many of the services and curricula that already exist in schools and districts. The result is a seamless system of services that better meets the needs of the school, students and their families, and staff.

The eight components that make up the coordinated school health model include:

- Health Education
- Physical Education
- Counseling/Support Services
- Food/Nutrition Services
- Healthy Environment
- Health Services
- Family/Community Involvement
- Staff Wellness

Research suggests that each component taken individually shows promise in having a positive effect on both student health and academic achievement. It has long been thought that if these components were combined into a comprehensive program, the result would be improved staff well-being, student health, and academic achievement. Until recently, few schools or districts have succeeded in fully implementing coordinated school health or quantifying the impact of this coordination on student health and achievement.

WHAT IS THE HEALTHY SCHOOLS LEADERSHIP PROGRAM?

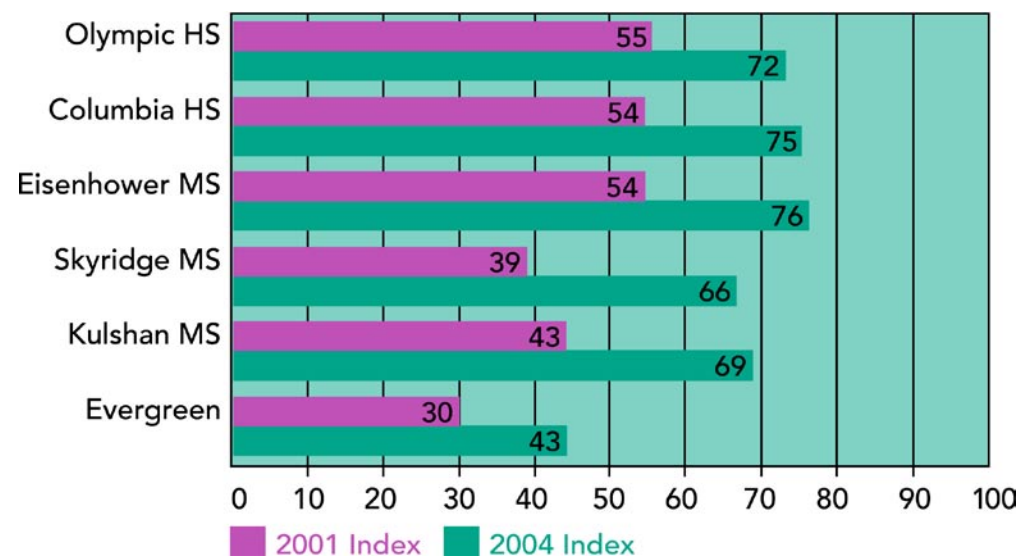
Comprehensive Health Education Foundation (C.H.E.F.®) accepted applications from six schools in Washington to participate in a program designed to assist them in implementing the coordinated school health model. Over the past five years, school health teams from these six schools met for training sessions, received on-site technical assistance, and developed and implemented an action plan designed to coordinate the health components within their schools and communities.

During this time, C.H.E.F. has been examining the ways in which coordinated school health programs affect schools, staff, and students. We have exciting news to report.

THE FINDINGS

Implementation of the Coordinated School Health Model

2004 Index: All of the middle schools and high schools that participated in the project were able to develop and implement a coordinated school health program. The chart below shows the amount of change each school made using a composite measure of all eight components of coordinated school health.



Evidenced by:

All of the participating schools were able to:

- Improve staff wellness.
- Strengthen systems supporting physical surroundings and psychological climate in which students, faculty, and staff work.
- Increase the use of community resources, facilities, and programming to meet the health needs of students and families.
- Increase their capacity to detect, intervene, and manage health problems that may interfere with learning.
- Increase their capacity to offer planned, sequential health and physical education curricula.



COMPONENT IMPLEMENTATION: STAFF WELLNESS

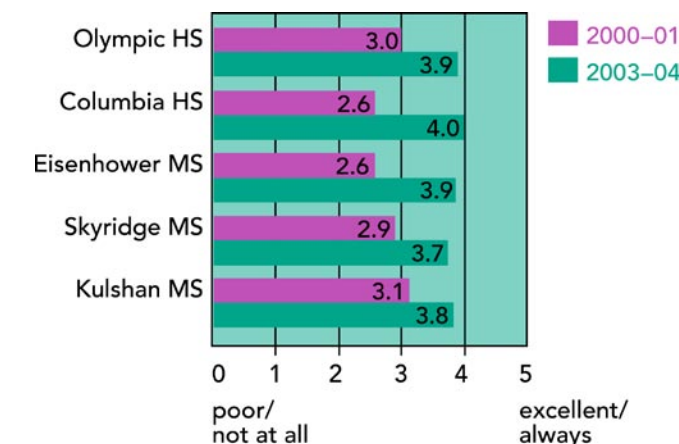
The changes schools made in staff wellness warrant a closer look. The school health teams all focused on staff wellness at the beginning of the Healthy Schools Leadership Program. In all of the participating schools, staff lost weight, took action to reduce their stress, and increased their physical activity. These gains have implications for teacher retention, staff morale, and reducing staff health care costs. Staff involvement in health and wellness also leads to strong support of student health efforts and the modeling of healthy behaviors for students.



1. Weight loss:

School	Lbs. lost	No. of Indiv. Reporting
Olympic HS	132	11
Columbia HS	80	15
Eisenhower MS	320	15
Skyridge MS	246	5
Kulshan MS	330	6
Total:	1,108	52

2. Take action to reduce stress:



3. Exercise regularly and vigorously:

