

Integrating Health into your Continuous Improvement Plan (CIP)

Health - inclusive of physical, emotional and social wellbeing - is a fundamental need for students to learn and for educators to teach. There is broad recognition that schools need resources and expertise to support the wellbeing of students and staff so they can be healthy and engaged in learning. The Student Success Act is an opportunity for Districts to invest in school health and direct needed resources to communities who have been underserved by the education system. An important step is the Continuous Improvement Plan (CIP) Comprehensive Needs Assessment that schools and districts will undertake this Fall. Below are strategies to consider as you begin this comprehensive needs assessment.

Meaningfully engage staff, students, households and community partners in the process.

-Tap into your District/School Health Advisory or Wellness Council or use the Whole School Whole Community Whole Child (WSCC) Model to identify additional staff with unique perspectives (health/PE teachers, school counselors, social workers, psychologists, nurses, MTSS, after school programs).

-Involve community and students through multiple and varied ways. Plug into spaces that community and students already gather, like PTA, site council and student affinity groups. Reflect on the voices that are missing. Consider holding community listening sessions off school grounds and provide transportation, childcare, language services and other identified needs. Collect feedback via online surveys for those who cannot attend in person. Partner with service providers, culturally specific organizations and leaders in your community to intentionally hear from communities who have been underserved by the system.

-Include Coordinated Care Organizations (CCO), local public health, county mental health and hospital systems. CCOs must complete a community health assessment (CHA) and community health improvement plan (CHIP) and invest in strategies that address social determinants of health that align with needs identified in the CHA/CHIP.

Use data to identify needs.

Use the 2019 Oregon Healthy Teens data to identify and prioritize health needs. Summary reports for participating schools and districts were available, starting in July, highlighting social determinants of health; youth resiliency; mental health and suicide; sexual health; and substance use. School districts across Oregon have used Oregon Healthy Teens and Student Wellness Survey data to inform curricular decisions and direct programming for identified needs (such as trauma-informed practices, social-emotional skill curriculum, mental health



services, school-based health services). Your local public health and county mental health partners can help provide and interpret local health data.

Consider health factors when doing a Root Cause Analysis

Health, safety and belonging are consistently shown to impact academic factors, such as attendance, engagement in school and academic performance. Include health and social factors when considering root causes for educational inequities and other indicators. For example, examine how behavioral health needs, oral health, and/or chronic health conditions contribute to school attendance.

What does this look like in practice?

A partnership between a Coordinated Care Organization, School District, and local pediatric practice provided funding for a part time Nurse Liaison to help coordinate care for students. The District was involved in the CCO's Community Health Assessment and Community Health Improvement Plan (CHA/CHIP) and identified an opportunity to leverage resources to support students. The Nurse Liaison worked with school administrators, teachers, and community providers to ensure that students were plugged into the right supports and provided ongoing communication and coordination, such as help filling out paperwork, to ensure care continued beyond an acute crisis. The caseload served students with behavioral health needs and some students with chronic conditions. What initially started as a strategy to support students who are chronically absent, the nurse liaison has become a resource that gets looped in before students become chronically absent.

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