

Quick Start Health Assessment

SCHOOL EDITION



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Introduction

The Quick Start Health Assessment is a unique tool designed to support schools and districts in prioritizing and implementing key mental, physical and social health practices as they return to learning within the context of COVID-19. The items within the assessment are evidence-based and follow recommendations outlined in the [Planning for the Next Normal At School: Keeping Students, Staff and Families Safe and Healthy](#) playbook co-authored by Kaiser Permanente, the Alliance for a Healthier Generation and over 30 other contributing partners.

The Quick Start Health Assessment: School Edition consists of 15 questions covering key components to school reopening.

Areas of the Quick Start Health Assessment: School Edition

AREA	DESCRIPTION	QUESTIONS
Teaming & Implementation	Questions pertaining to the leadership team representation and process for continuous improvement.	STE-1 STE-2 STE-3
Staff Health	Questions pertaining to the well-being of all staff.	SSH-1 SSH-2 SSH-3 SSH-4
Mental Health & Wellness	Questions pertaining to the social, emotional and mental well-being of students.	SMH-1 SMH-2 SMH-3
Physical Activity & Physical Education	Questions pertaining to the physical health and education of students.	SPA-1 SPA-2
Food Access & Other Social Health Considerations	Questions pertaining to the social and economic factors that impact educational outcomes.	SFA-1 SFA-2 SFA-3

Instructions

Staff are encouraged to read the assessment first, then come together in person or virtually with their team to discuss answers. Select the best answers based on your current system. After completing the entire assessment, teams can prioritize items they want to work on throughout the school year and leverage resources available in the [Healthier Generation Action Center](#).

Teaming & Implementation

STE-1

To what extent does your school have a representative team that coordinates the implementation of school health and safety policies and programs?

- FULLY IN PLACE
Our school has a team that is representative of our school community and meets at least monthly to coordinate the implementation of school health and safety policies and programs.
- MOSTLY IN PLACE
- PARTIALLY IN PLACE
- NOT IN PLACE
Our school does not have a team that focuses on school health and safety policies and practices.

STE-2

To what extent does your school team use a continuous improvement process to coordinate the implementation of school health and safety policies and practices?

- FULLY IN PLACE
Our team uses a clearly defined continuous improvement process to coordinate the implementation of school-wide school health and safety policies and practices.
- MOSTLY IN PLACE
- PARTIALLY IN PLACE
- NOT IN PLACE
Our team does not use a continuous improvement process.

STE-3

To what extent do staff have the opportunity to provide input on school health and safety policies and programs?

- FULLY IN PLACE
Staff (including non-instructional staff) have opportunities to provide input on school health and safety policies and programs at least monthly.
- MOSTLY IN PLACE
- PARTIALLY IN PLACE
- NOT IN PLACE
Our school does not provide opportunities for staff to provide input on school health and safety policies and programs.

Staff Health

SSH-1

To what extent does your staff engage in opportunities to build and maintain relationships with each other (e.g., activities during staff meetings, virtual check-ins)?

- FULLY IN PLACE
Staff (including non-instructional staff) engage in relationship-building activities with each other at least quarterly.
- MOSTLY IN PLACE
- PARTIALLY IN PLACE
- NOT IN PLACE
Our school does not provide opportunities for staff to build and maintain relationships with each other.

SSH-2

To what extent does your school administration reinforce expectations related to work-life-balance?

- FULLY IN PLACE
Our team uses a clearly defined continuous improvement process to coordinate the implementation of school-wide school health and safety policies and practices.
- MOSTLY IN PLACE
- PARTIALLY IN PLACE
- NOT IN PLACE
Our team does not use a continuous improvement process.

SSH-3

To what extent does your school have a clearly defined approach for staff to take breaks when feeling overwhelmed at work?

- FULLY IN PLACE
Our school has a clearly defined protocol for staff to take breaks when feeling overwhelmed at work that is reinforced to staff monthly.
- MOSTLY IN PLACE
- PARTIALLY IN PLACE
- NOT IN PLACE
Our school has not established a clearly defined approach for staff to take breaks when feeling overwhelmed at work.

SSH-4

To what extent does your school provide opportunities for staff to recognize accomplishments and display gratitude toward each other?

- FULLY IN PLACE
Staff (including non-instructional staff) recognize accomplishments and/or display gratitude toward each other at least monthly.
- MOSTLY IN PLACE
- PARTIALLY IN PLACE
- NOT IN PLACE
Our school does not provide opportunities for staff to recognize accomplishments or display gratitude toward each other.

Mental Health & Wellness

SMH-1

To what extent does your school dedicate time for instructional staff to build relationships with students and cultivate positive classroom climate (e.g., morning circle, virtual weekly check-ins, advisory time)?

- FULLY IN PLACE
Our school dedicates at least 5 times per week for staff to build relationships with students and cultivate positive classroom climate.
- MOSTLY IN PLACE
- PARTIALLY IN PLACE
- NOT IN PLACE
Our school does not dedicate time for staff to focus on student relationships and classroom climate.

SMH-2

To what extent does your school evaluate and adjust school environments to reduce triggers for students and staff?

- FULLY IN PLACE
Our school uses a clearly defined process to evaluate and adjust school environments to reduce triggers for students and staff.
- MOSTLY IN PLACE
- PARTIALLY IN PLACE
- NOT IN PLACE
Our school does not evaluate or adjust school environments to reduce triggers for students or staff.

SMH-3

To what extent does your staff use a variety of positive methods to motivate learning and class participation (e.g., incentives, opportunities to help others, activity breaks, virtual engagement strategies)?

- FULLY IN PLACE
Staff consistently assess and implement a variety of positive methods to motivate learning and class participation.
- MOSTLY IN PLACE
- PARTIALLY IN PLACE
- NOT IN PLACE
Staff rely only on tangible rewards to motivate learning and class participation.

Physical Activity & Physical Education

SPA-1

To what extent are all students provided opportunities for physical activity during the school day?

- FULLY IN PLACE
All students are provided opportunities to engage in 30 cumulative minutes of physical activity throughout each school day.
- MOSTLY IN PLACE
- PARTIALLY IN PLACE
- NOT IN PLACE
Our school does not provide opportunities for physical activity during the school day.

SPA-2

To what extent does your school ensure that all students have access to physical education?

- FULLY IN PLACE
Staff consistently assess and implement a variety of methods to ensure that all students have access to physical education throughout the school year (e.g., utilizing outdoor spaces, live virtual sessions, working with classroom teachers).
- MOSTLY IN PLACE
- PARTIALLY IN PLACE
- NOT IN PLACE
Our staff does not ensure that all students have access to physical education throughout the school year.

Food Access & Other Social Health Considerations

SFA-1

To what extent does your school use a variety of methods to increase participation in school meal programs?

- FULLY IN PLACE
Our school uses a variety of methods to increase participation in school meal programs (e.g., communication with school stakeholders about meal sites, grab-and-go options, breakfast after the bell).
- MOSTLY IN PLACE
- PARTIALLY IN PLACE
- NOT IN PLACE
Our school does not actively try to increase participation in school meal programs.

SFA-2

To what extent does your school use a referral pathway for students identified as needing social-emotional and behavioral interventions and other social supports (e.g., transportation, school meals)?

- FULLY IN PLACE
Our school uses a clearly defined and comprehensive referral pathway that includes a problem-solving process, decision rules for increasing and decreasing supports and a process for monitoring effectiveness.
- MOSTLY IN PLACE
- PARTIALLY IN PLACE
- NOT IN PLACE
Our school does not use a referral pathway.

SFA-3

To what extent does your school provide adequate time for students to each lunch during the school day?

- FULLY IN PLACE
Students are provided at least 20 minutes of uninterrupted time for eating lunch (i.e., designated time to eat that is not interrupted by transitioning from class, obtaining lunch, or engaging in instructional activities).
- MOSTLY IN PLACE
- PARTIALLY IN PLACE
- NOT IN PLACE
Our school provides less than 10 minutes for students to eat lunch during the school day.