Local Wellness Policy Development and Implementation: Safe and Healthy Schools Data Inventory - DRAFT

# Purpose

# The purpose of this document is to provide further guidance on how Local Education Agencies (LEAs) may use data to support local wellness policy (LWP) implementation and improvement efforts. Each LEA participating in the National School Lunch Program or School Breakfast Program is required to develop and implement a LWP.

# Introduction

A “Safe and Healthy Schools Data Inventory” is a required component of Supervisory Union/District’s (SU/SD’s) Continuous Improvement Planning (CIP) Process (see [Comprehensive Needs Assessment Toolkit](https://education.vermont.gov/documents/edu-comprehensive-needs-assessment-toolkit)). In addition, the “Safe and Healthy School Data Inventory” needs assessment process can be used in the implementation of the LWP to identify specific and measurable goals for improvement and high leverage change ideas in support of policy and practice alignment. This data inventory can be reviewed by LWP Teams in conjunction with data from the “Local Wellness Policy Development and Implementation: Evaluation of Local Wellness Policies and Their Implementation” template (forthcoming), and [Local Wellness Policy Implementation: A Focus on Asset Mapping](https://education.vermont.gov/document/working-draft-local-wellness-policy-development-and-implementation-focus-assets-mapping) tool, to identify prioritized areas of need and opportunity in LWP policy and practice implementation. SU/SDs are not required to take part in a data inventory as part of LWP requirements, but by doing so a SU/SD can serve CIP state reporting/accountability requirements and strengthen LWP implementation planning.

# Safe and Healthy School Data Inventory

## Directions: The Safe and Healthy School Data Inventory template below comes directly from the [Comprehensive Needs Assessment Toolkit](https://education.vermont.gov/documents/edu-comprehensive-needs-assessment-toolkit). The directions for SU/SD data inventories found in the toolkit (“Safe and Healthy Schools” is just one domain) are as follows (p. 8):

# • Provide detailed data summaries for each domain, including specific results of quantitative and qualitative analyses.

# • Data should be paired with descriptions of key findings that represent an initial analysis of both the current state of data and trends over time.

# • Data and key findings will inform Continuous Improvement Planning and will support the justification of and clear purposes for CFP investments.

# • All areas should be analyzed with a focus on students most at risk of not meeting standards/historically marginalized students.

# • While no specific data source is required, other than VTCAP student performance data, each data type – demographic, student outcome, and school processes – must be represented in this inventory.

Safe and Healthy Schools Potential Data Sources (non-exhaustive)

• Health assessments, including physical education assessment data

• Disciplinary Exclusion data

• Attendance data

• Disciplinary referral data

• EST Team data

• CIRS data

• PBIS data

• VTmtss survey

• SWIS data

• School climate surveys (student, parent, staff)

• Counselor referrals

• School nurse referrals

• School safety measures

• Curriculum based measures (e.g., Second Step)

• Classroom observation protocols

• Walkthrough data

• YRBS data

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| Sources Used |
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| Summarized Data and Key Findings |
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