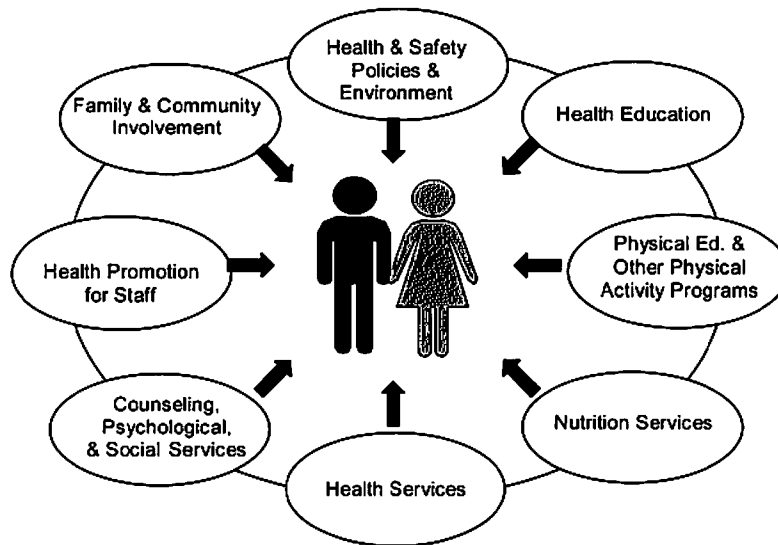


Module 1: School Health and Safety Policies and Environment

Instructions for Module Coordinator

Habits and practices related to health and safety are influenced by the entire school environment. That's why the School Health Index has eight different modules, which correspond to the eight components of a coordinated school health program in the figure below.



Instructions for completing the module

1. Work with the site coordinator to organize a team to complete the module's documents. Below are some suggested members of the Module 1 team.

Principal	Parent(s)
Assistant principal	Student(s)
School food service manager	School nurse or health care provider
Physical education teacher(s)	Community health agency representative(s)
Health education teacher(s)	(e.g., American Cancer Society, local health department)
School resource officer(s)	School social worker
School psychologist	
Other teacher(s)	

2. Make a photocopy of the module Discussion Questions (pages 5-21) for each Module 1 team member. Make at least one photocopy of the module Score Card (page 3) and the module Planning Questions (pages 23-24).
3. Give each Module 1 team member a copy of the Module 1 Discussion Questions. Use the copies of the module Score Card and the Planning Questions to record the team's work. Put the originals of these documents aside in case you need to make more photocopies.

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4. At a Module 1 team meeting:

- Discuss each of the Module 1 Discussion Questions and its scoring choices.
- Decide how to collect any information you need to answer each question accurately.
- After you have all the information you need, arrive at a consensus score for each question. Answer each question as accurately as possible. The School Health Index is **your** self-assessment tool for identifying strengths and weaknesses and for planning improvements; it should not be used for evaluating staff.
- Record the scores (0-3) for each question on the module Score Card and calculate the overall Module Score.
- Use the scores written on the module Score Card to complete the Planning Questions at the end of the module.
- Use the results from the third Planning Question to identify the one, two, or three highest priority actions that you will recommend to the School Health Index team for implementation this year.
- Use the answers to the Planning Questions to decide how you will present your results and recommendations at the follow-up School Health Index team meeting.

We wish you success in your efforts to improve the health and safety of young people!

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 1: School Health and Safety Policies and Environment
Score Card**

Instructions

1. Carefully read and discuss the Module 1 Discussion Questions (pages 5-21), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 23-24).

	Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1 Representative school health committee	3	2	1	0
CC.2 Written school health and safety policies	3	2	1	0
CC.3 Communicate school health and safety policies to students, parents, staff, and visitors	3	2	1	0
CC.4 Connectedness to school	3	2	1	0
CC.5 Overcome barriers to learning	3	2	1	0
CC.6 Enrichment experiences	3	2	1	0
S.1 Safe physical environment	3	2	1	0
S.2 Maintain safe physical environment	3	2	1	0
S.3 No tolerance for harassment or bullying	3	2	1	0
S.4 Active supervision to promote safety	3	2	1	0
S.5 Written crisis response plan	3	2	1	0
S.6 Staff development on unintentional injuries, violence, and suicide	3	2	1	0
PA.1 Recess	3	2	1	0
PA.2 Access to physical activity facilities outside school hours	3	2	1	0
PA.3 Adequate physical activity facilities	3	2	1	0
PA.4 Prohibit using physical activity as punishment	3	2	1	0
N.1 Prohibit using food as reward or punishment	3	2	1	0
N.2 Fundraising efforts supportive of healthy eating	3	2	1	0
N.3 Restrict access to foods of minimal nutritional value	3	2	1	0
N.4 Restrict access to other foods of low nutritive value	3	2	1	0
N.5 Hands washed before meals and snacks	3	2	1	0
T.1 Prohibit tobacco use among students	3	2	1	0
T.2 Prohibit tobacco use among staff and visitors	3	2	1	0
T.3 Enforce tobacco-use policies	3	2	1	0
T.4 Prohibit tobacco advertising	3	2	1	0
A.1 Written policies for self-carry and self-administration of medications	3	2	1	0
A.2 Professional development on asthma	3	2	1	0
A.3 Implement indoor air quality practices	3	2	1	0
A.4 Implement integrated pest management practices	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

--	--	--	--

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (87) by subtracting 3 for each question eliminated).

TOTAL POINTS: Add the four sums above and enter the total to the right.

MODULE SCORE =
(Total Points / 87) X 100

%

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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Module 1: School Health and Safety Policies and Environment

Discussion Questions

CC.1 Representative school health committee

Does the school have a representative* committee that meets at least twice a year and oversees school health and safety policies and programs?

**Representative means that it includes relevant members of the school and local communities (e.g., parents, students, teachers, administrators, food service staff, nurses, coaches, counselors) and members of health departments, community organizations, and law enforcement agencies.*

3 = Yes.

2 = There is a committee that does this, but it could be more representative.

1 = There is a committee, but it is not representative, **or** it meets less often than twice a year.

0 = No.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

CC.2 Written school health and safety policies

Does the school or district have **written policies*** that govern all of the following areas related to student health and safety?

- ✓ health education curriculum
- ✓ physical education curriculum
- ✓ physical activity programs (e.g., intramural, interscholastic, recess, after school)
- ✓ school food service
- ✓ food and beverages available on campus beyond school food service
- ✓ school health, counseling, psychological, and social services
- ✓ health promotion for staff
- ✓ family and community involvement
- ✓ school physical environment (e.g., indoor and outdoor air quality, safety hazards)
- ✓ control of tobacco use
- ✓ preventing unintentional injuries**
- ✓ preventing violence*** and suicide
- ✓ responding to crises, disasters, and associated injuries
- ✓ asthma management

**Policies can be developed at the school level, or they can be developed at the school district or state level and implemented at the school level. They include legal codes, rules, standards, administrative orders, guidelines, mandates, or resolutions.*

***Unintentional injuries may result from motor-vehicle crashes, drownings, poisonings, fires, falls, sports- and recreation-related events, and unintentional firearm-related events.*

****Violence is the threatened or actual use of force against oneself, another person, or a group; it includes aggression, bullying, assault, homicide, suicide, child maltreatment, rape, and dating and intimate partner violence.*

3 = Yes, written policies cover all these areas.

2 = The written policies cover nearly all these areas.

1 = The written policies cover some of these areas.

0 = The written policies cover none of these areas.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

CC.3 Communicate school health and safety policies to students, parents, staff, and visitors

Does the school communicate its school health and safety policies in all of the following ways?

- ✓ tobacco-free-school signs
- ✓ weapon-free-school signs
- ✓ staff orientation and staff meetings
- ✓ student orientation
- ✓ student handbook
- ✓ staff handbook
- ✓ parent handbook and/or newsletters
- ✓ contracts with outside vendors and organizations that rent school facilities
- ✓ announcements at school events
- ✓ community meetings

3 = Yes, in all of these ways.

2 = In most of these ways.

1 = In some of these ways.

0 = In none of these ways.

CC.4 Connectedness to school

Do the school's staff and environment promote a sense of connectedness* in students and their families with all of the following practices?

- ✓ at least one adult communicates personally with each student each day
- ✓ faculty and staff encourage students to ask for help if there is a problem
- ✓ faculty and staff promote respect for and appreciation of individual differences
- ✓ faculty and staff take action to solve problems reported by students or their parents
- ✓ faculty and staff offer praise of students' behavior to students and their parents
- ✓ faculty and staff promote active parent participation in the school

** **Connectedness** is the degree to which students and families feel part of the school community. Students and families feel more connected when they perceive that faculty and staff care about them and when they share responsibility for how well the school functions.*

3 = Yes, with all of these practices.

2 = With most of these practices.

1 = With some of these practices.

0 = With none of these practices.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

CC.5 Overcome barriers to learning

Does the school offer, to all students who need them, a variety of programs* designed to help students overcome barriers to learning**?

**Examples of such programs include mental health, special education, nursing, and social services, and counseling, mentoring, tutoring, and assistance in the classroom.*

***Barriers to learning include deficiencies in basic living resources and opportunities for development, psychosocial problems, physical health problems, over-reliance on psychological defense mechanisms, general stressors, crises and emergencies, and difficult transitions associated with stages of schooling.*

3 = Yes.

2 = The school offers a variety of programs to most but not to all students who need them.

1 = The school offers a limited variety of programs, or many students who need them do not have access to them.

0 = No, the school does not offer such programs.

CC.6 Enrichment experiences

Does the school provide a broad variety of student enrichment experiences* that are accessible to all students?

**Examples of enrichment experiences include athletics, drama, art, music, vocational education, technology training, student clubs, field trips, student advocacy, and community service. These can take place during and after school hours.*

3 = Yes.

2 = The school offers a variety of experiences, but some students do not have access to them.

1 = The school offers a limited variety of experiences, or many students do not have access to them.

0 = No, the school does not offer enrichment experiences.

S.1 Safe physical environment

Does the school provide a safe physical environment, inside and outside school buildings, by following all of these practices?

- ✓ flooring surfaces are slip-resistant and stairways have sturdy guardrails
- ✓ poisons and chemical hazards are labeled and are stored in locked cabinets
- ✓ first-aid equipment and notices describing safety procedures are available
- ✓ all areas of the school have sufficient lighting, and secluded areas are sealed off or supervised
- ✓ smoke alarms, sprinklers, and fire extinguishers are installed and operational
- ✓ pedestrians are offered special protection, including crossing guards, escorts, crosswalks, and safe bus and car loading
- ✓ a variety of methods are used to keep weapons out of the school environment
- ✓ school buses do not idle while loading or unloading students, to reduce emission of diesel exhaust and fine particles
- ✓ spaces and facilities for physical activity (including playgrounds and sports fields) meet or exceed recommended safety standards
- ✓ the campus and buildings are pleasant and welcoming (e.g., uncluttered, uncrowded, well-lit, graffiti-free)

3 = Yes, all of these practices are followed.

2 = All the safety practices are followed, but at times the school has temporary lapses in one of them.

1 = One of the safety practices is not followed, or at times the school has temporary lapses in more than one of them.

0 = More than one of the safety practices are not followed.

S.2 Maintain safe physical environment

Does the school maintain a safe physical environment by following all of these practices?

- ✓ conduct annual comprehensive safety assessment and monthly assessment of playgrounds and sports fields
- ✓ each day players and coaches walk the sports field to ensure that it is free of potholes, glass, and other safety hazards
- ✓ designate one person with the responsibility for addressing hazards
- ✓ designate a clear procedure for reporting hazards to the responsible person
- ✓ make repairs immediately after hazards have been identified

3 = Yes, all of these practices are followed.

2 = All the practices are followed, but assessments are done less frequently than stated.

1 = One of the maintenance practices is not followed.

0 = More than one of the maintenance practices are not followed.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

S.3 No tolerance for harassment or bullying

Has the school established a climate, in each of the following ways, that does not tolerate harassment or bullying*?

- ✓ staff and students treating each other with respect and courtesy
- ✓ fairly and consistently implementing disciplinary policies among all student groups
- ✓ emphasizing fair play and nonviolence on the playground, on the school bus, and at school events
- ✓ encouraging students to report harassment or bullying
- ✓ providing support for victims

**Harassment or bullying is the repeated infliction or attempted infliction of injury, discomfort, or humiliation on a weaker student by one or more students with more power.*

3 = Yes, in each of these five ways.

2 = In four of these ways.

1 = In three of these ways.

0 = In two or fewer of these ways.

S.4 Active supervision to promote safety

Are students actively supervised by faculty and staff, in each of the following ways, to promote safety and prevent unintentional injuries and violence, everywhere on campus (e.g., classroom, lunchroom, playground, locker room, hallways, bathroom, school bus)?

- ✓ observing and listening to students before, during, and after school
- ✓ anticipating and effectively responding to unsafe situations
- ✓ discouraging pushing and bullying
- ✓ promoting prosocial behaviors*

**Prosocial behaviors are cooperation, conflict resolution, and helping others.*

3 = Yes, in each of these four ways.

2 = In three of these ways.

1 = In two of these ways.

0 = In one or none of these ways.

S.5 Written crisis response plan

Does the school have a written crisis* response plan that includes the following elements, and is the plan practiced regularly and updated as necessary?

- ✓ assigned roles and responsibilities for a crisis response team
- ✓ procedures for collaborating with local law enforcement and emergency management agencies
- ✓ “go box” containing emergency tools such as list of students and staff, emergency phone numbers, walkie-talkie system, map and school floor plan, location of power and utility connections
- ✓ identification of back-up resources from the district, other schools, and outside groups
- ✓ plans for dismissing school early, evacuating students to a safer location, and locking down the building
- ✓ designated reunion areas for students and families
- ✓ strategy for informing school staff, families, and community about the school’s plans
- ✓ media and communications plan
- ✓ plan for screening voluntary offers of assistance
- ✓ procedures for handling suspicious packages or envelopes, including actions to minimize exposure to biological and chemical agents
- ✓ contact list for grief counselors and other counseling and psychological services

**Crisis includes environmental disaster (e.g., fire, flood, tornado, blizzard, earthquake), death or serious injury of a student or staff member, suicide attempt, terrorism, bioterrorism, hazardous chemical spill, explosion, radiation release, mass illness or injury, or any other situation that threatens safety in the school.*

3 = Yes.

2 = The school has a plan with all but one of the above elements, and it is practiced and updated regularly.

1 = The school has a plan, but it does not include more than one of the above elements, **or** it is not practiced regularly, **or** it is not updated as necessary.

0 = There is no plan.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

S.6 Staff development on unintentional injuries, violence, and suicide

Have all staff* received professional development** on preventing unintentional injuries, violence, and suicide?

**All staff includes administrators and clerical workers, school nurses, teachers, coaches, aides, bus drivers, food service staff, security personnel, grounds and custodial staff, and volunteers.*

***Professional development topics might include the following:*

- ✓ *emergency first aid and cardiopulmonary resuscitation (CPR)*
- ✓ *how to identify students who need medical care*
- ✓ *how to identify students who are suicidal and respond to their needs*
- ✓ *how to identify students who might be victims of physical or sexual abuse and respond to their needs*
- ✓ *proper use of protective gear*
- ✓ *use of fire extinguishers*
- ✓ *knowledge and implementation of safety rules and prevention practices*
- ✓ *methods of responding to bullying, sexual harassment, and threats*
- ✓ *school and district policies on sexual harassment*
- ✓ *use of nonviolent conflict resolution techniques*
- ✓ *active supervision of students*

3 = Yes, all have.

2 = Most have.

1 = Some have.

0 = None have.

PA.1 Recess

Are students provided at least 20 minutes of recess* during each school day, and do teachers or recess monitors encourage students to be active?

**Recess is an opportunity for unstructured physical activity.*

NOTE: Recess should complement physical education class, not substitute for it.

3 = Yes.

2 = Recess is provided for at least 20 minutes each day, but teachers or recess monitors do not encourage students to be active.

1 = Recess is provided each day but for less than 20 minutes, or it is provided on some days but not on all days.

0 = Recess is not provided on any day.

PA.2 Access to physical activity facilities outside school hours

Can all students use your school's indoor and outdoor physical activity facilities outside school hours*?

**Outside school hours means after school, and during evenings, weekends, and school vacations.*

NOTE: Use of indoor facilities should be supervised.

3 = Yes, both indoor and outdoor facilities are available to all students.

2 = Indoor or outdoor facilities, but not both, are available to all students.

1 = Indoor or outdoor facilities are available to all students, but the hours of availability are very limited.

0 = No, neither indoor nor outdoor facilities are available to all students.

PA.3 Adequate physical activity facilities

Are the physical activity facilities adequate in all of the following ways?

- ✓ both indoor and outdoor facilities are available for use by the physical education and extracurricular physical activity programs
- ✓ physical education classes do not have to be canceled due to weather extremes (rain, high or low temperatures, etc.)
- ✓ in physical education classes, all students can be physically active without overcrowding or safety risks
- ✓ facilities are accessible for persons with disabilities
- ✓ for extracurricular activities, all interested students can sign up and participate without overcrowding or safety risks

3 = Yes, in all five of these ways.

2 = In four of these ways.

1 = In three of these ways.

0 = In two or fewer of these ways.

PA.4 Prohibit using physical activity as punishment

Does the school prohibit using physical activity* and withholding physical education class** as punishment? Is this prohibition consistently followed?

**An example of using physical activity as punishment is making students run laps or do push-ups as a consequence of inappropriate behavior.*

***Withholding physical education class as punishment means not allowing students to attend all or part of physical education class as a consequence of inappropriate behavior in another class or failure to complete an assignment in another class. It does not refer to the physical education teachers' disciplining students during physical education class by having them sit out for a period of time.*

NOTE: Please do not consider issues related to participation in interscholastic sports programs when answering this question.

3 = Yes, using physical activity as punishment and withholding physical education class as punishment are prohibited, and both prohibitions are consistently followed.

2 = One of these practices is prohibited, and this prohibition is consistently followed.

1 = One of these practices is prohibited, but this prohibition is not consistently followed.

0 = Neither practice is prohibited.

N.1 Prohibit using food as reward or punishment

Does the school prohibit giving students food as a reward* and withholding food as punishment**? Is this prohibition consistently followed?

**An example of using food as a reward is providing candy or fast-food coupons to students because they have behaved well or met an academic or fundraising goal.*

***An example of withholding food as punishment is not giving one student a snack or meal that is offered to all other students, because of his or her inappropriate behavior.*

3 = Yes, using food as a reward and withholding food as punishment are prohibited, and both prohibitions are consistently followed.

2 = One of these practices is prohibited, and this prohibition is consistently followed.

1 = One of these practices is prohibited, but this prohibition is not consistently followed.

0 = Neither practice is prohibited.

N.2 Fundraising efforts supportive of healthy eating

Do school fundraising efforts support healthy eating by selling non-food items or foods that are low in fat, sodium, and added sugars (e.g., fruits, vegetables, pretzels, air-popped popcorn) instead of by selling foods that are high in fat, sodium, or added sugars (e.g., candy)?

3 = Yes, fundraising efforts never include selling foods high in fat, sodium, or added sugars.

2 = Fundraising efforts rarely include selling foods high in fat, sodium, or added sugars.

1 = Fundraising efforts include selling foods high in fat, sodium, or added sugars about half the time.

0 = Fundraising efforts typically include selling foods high in fat, sodium, or added sugars.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

N.3 Restrict access to foods of minimal nutritional value

Does the school prohibit the sale and distribution to students of foods of minimal nutritional value* throughout the school grounds during the entire school day?

**Foods of minimal nutritional value include carbonated soft drinks, chewing gum, water ices, and certain candies such as hard candy, licorice, jelly beans, and gum drops. The U.S. Department of Agriculture has defined these foods as providing less than 5% of the U.S. Department of Agriculture recommended daily allowance per serving for protein, vitamin A, vitamin C, niacin, riboflavin, thiamin, calcium, and iron. U.S. Department of Agriculture regulations prohibit the sale of these foods in food service areas during meal times.*

- 3 = Yes, the school prohibits the sale and distribution of foods of minimal nutritional value throughout the school grounds during the entire school day.
- 2 = The school prohibits the sale and distribution of foods of minimal nutritional value throughout the school grounds during part of the school day (e.g., from the start of the day until the end of the last lunch period or just when meals are being served).
- 1 = The school meets the U.S. Department of Agriculture regulation by prohibiting the sale of foods of minimal nutritional value in the food service area during meal service hours.
- 0 = The school does not meet the U.S. Department of Agriculture regulation that prohibits the sale of foods of minimal nutritional value in the food service area during meal service hours.

N.4 Restrict access to other foods of low nutritive value

Does the school prohibit the sale and distribution to students of other foods of low nutritive value* throughout the school grounds during the entire school day?

**Other foods of low nutritive value provide most calories in the form of fat and/or sugars but contain few vitamins or minerals. They are not included in the U.S. Department of Agriculture's definition of foods of minimal nutritional value. Examples of other foods of low nutritive value include chocolate bars, donuts, fried potato chips, and juice drinks with a low percentage of fruit juice.*

- 3 = Yes, the school prohibits the sale and distribution of other foods of low nutritive value throughout the school grounds during the entire school day.
- 2 = The school prohibits the sale and distribution of other foods of low nutritive value throughout the school grounds during part of the school day (e.g., from the start of the day until the end of the last lunch period or just when meals are being served).
- 1 = The school prohibits the sale of other foods of low nutritive value in the food service area during meal service hours.
- 0 = The school does not prohibit the sale of foods of low nutritive value in the food service area during meal service hours.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

N.5 Hands washed before meals and snacks

Do most or all teachers schedule time for students to wash their hands before meals and snacks?

3 = Yes, all do.

2 = Most do.

1 = Some do.

0 = None do.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

T.1 Prohibit tobacco use among students

Does the school prohibit the use of tobacco* by students, 24 hours a day, in the following locations?

- ✓ in all school buildings**
- ✓ on all school grounds**
- ✓ all school-sponsored events off school grounds
- ✓ all school vehicles

**Use of tobacco means all forms: cigarettes, cigars, cigarillos, chewing tobacco and snuff, bidis, clove cigarettes, etc.*

***Includes extracurricular events.*

3 = Yes, in all locations.

2 = Tobacco use by students is prohibited in all school buildings and on all school grounds, but is allowed either at school-sponsored events off school grounds or in school vehicles.

1 = Tobacco use by students is prohibited only in school buildings, but is allowed on school grounds or tobacco use is allowed at both school-sponsored events off school grounds and in school vehicles.

0 = Tobacco use by students is allowed in school buildings or tobacco use is allowed on school grounds, at school-sponsored events off school grounds, and in school vehicles.

T.2 Prohibit tobacco use among school staff and visitors

Does the school prohibit the use of tobacco* by staff and visitors, 24 hours a day, in the following locations?

- ✓ in all school buildings**
- ✓ on all school grounds**
- ✓ all school-sponsored events off school grounds
- ✓ all school vehicles

**Use of tobacco means all forms: cigarettes, cigars, cigarillos, chewing tobacco and snuff, bidis, clove cigarettes, etc.*

***Includes extracurricular events.*

3 = Yes, in all locations.

2 = Tobacco use by staff and visitors is prohibited in all school buildings and on all school grounds, but is allowed either at school-sponsored events off school grounds or in school vehicles.

1 = Tobacco use by staff and visitors is prohibited only in school buildings, but is allowed on school grounds or tobacco use is allowed at both school-sponsored events off school grounds and in school vehicles.

0 = Tobacco use by staff and visitors is allowed in school buildings or tobacco use is allowed on school grounds, at school-sponsored events off school grounds, and in school vehicles.

T.3 Enforce tobacco-use policies

Does the school handle violations of the tobacco-use policies in each of the following ways?

- ✓ designating individual(s) to enforce the policy
- ✓ having written policies for addressing violations by students, staff, and visitors
- ✓ providing educational opportunities (e.g., smoking-education sessions, smoking-cessation sessions) and not using solely punitive measures (e.g., detention, suspension)
- ✓ referring students to the school counselor or nurse
- ✓ tracking the frequency of violations by students so that repeat offenders can be identified and receive heavier consequences
- ✓ communicating violations to parents

3 = Yes, in each of these six ways.

2 = In four or five of these ways.

1 = In one to three of these ways.

0 = In none of these ways.

T.4 Prohibit tobacco advertising

Does the school prohibit advertising and displaying of tobacco-industry brand names, logos, and other identifiers in each of the following locations?

- ✓ on school property
- ✓ at other places where school functions occur
- ✓ in school publications
- ✓ on student and staff clothing, shoes, and accessories
- ✓ on student and staff gear and school supplies (e.g., backpacks, lunchboxes, games, book covers, other personal items)

3 = Yes, in each of these five locations.

2 = In three or four of these locations.

1 = In one or two of these locations.

0 = In none of these locations.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

A.1 Written policies for self-carry and self-administration of medications

Does your school or district have written policies* that permit students to self-carry and self-administer prescribed medications for asthma and that include all of the following?

- ✓ Approval from authorized prescriber (e.g., MD, DO, PNP, etc.)
- ✓ Approval from parent/guardian
- ✓ Approval from school nurse
- ✓ Request for back-up medication to be kept in the school health office
- ✓ Student contract with clear rules and consequences for violations
- ✓ Immediate notification of parent/guardian if permission is withdrawn
- ✓ Annual parental notification about policy

**Policies can be developed at the school level, or they can be developed at the school district or state level and implemented at the school level. They include legal codes, rules, standards, administrative orders, guidelines, mandates, or resolutions.*

3 = Yes, our school has written policies that include all of these components.

2 = Our school has written policies that include most of these components.

1 = Our school has written policies that include only a few of these components.

0 = No, our school does not have written policies, or the policies do not include any of these components.

A.2 Professional development on asthma

Have all school staff members* received professional development on asthma management**?

**All school staff members include: classroom teachers, instructional assistants, physical education teachers, health education teachers, food service staff, school nurses, health assistants, counseling/psychological/social services providers, recess supervisors, coaches, administrators, secretaries, facility and maintenance staff, bus drivers, school resource officers, and before- and after-school staff.*

***Professional development on asthma management might include the following topics:*

- ✓ *School policies and procedures for asthma management (e.g., daily medication administration, student self-administration of medications, pre-medication before physical activity, case management plans, asthma action plans)*
- ✓ *Recognizing and responding to severe asthma symptoms that require immediate action*
- ✓ *Eliminating or reducing exposure to asthma triggers*
- ✓ *Student health confidentiality*
- ✓ *Recognizing and referring signs of poorly controlled asthma*

3 = Yes, all staff members have received professional development on asthma management.

2 = Most staff members have received professional development on asthma management.

1 = Some staff members have received professional development on asthma management.

0 = No staff members have received professional development on asthma management.

A.3 Implement indoor air quality practices

Does your school consistently implement all of the following indoor air quality practices?

- ✓ Regularly clean and vacuum when students are not in school (consider using vacuums with high efficiency particulate filters (HEPA) or central vacuums where carpeting exists)
- ✓ Monitor indoor humidity, and respond quickly to signs of mold, mildew, and leaks
- ✓ Prevent exhaust fumes from entering the school or accumulating in the outdoor areas by prohibiting buses and cars from idling outside of the school building
- ✓ Maintain adequate ventilation throughout the building
- ✓ Schedule regular maintenance and repair for heating, ventilation, and air condition (HVAC) system
- ✓ Reduce or eliminate exposure to furred and feathered animals
- ✓ Schedule painting and major building maintenance or renovations during times when school is not in session, and isolate renovation areas so that dust and debris are confined

3 = Yes, all of these practices are implemented consistently.

2 = Most of these practices are implemented consistently.

1 = Only a few of these practices are implemented consistently.

0 = None of these practices are implemented consistently.

A.4 Implement integrated pest management practices

Does your school consistently use the safest and lowest risk approach to controlling pest* problems by implementing the following integrated pest management practices?

- ✓ Monitor potential pest infestations with regular and careful inspections
- ✓ Use sanitation practices (e.g., cover trash cans, place dumpsters away from buildings) and structural modifications (caulking & screening) to minimize pests
- ✓ Use proper food handling, preparation, and storage techniques
- ✓ Use non-chemical pest management techniques, such as sticky traps, pheromone traps, and insect light traps prior to using chemical-based techniques
- ✓ Use pesticides or herbicides as a last resort method when no alternative measures are practical and when students and staff are not in the area; refrain from regular pesticide application
- ✓ Notify parents, employees, and students of all pesticide and herbicide use

**Pests may include cockroaches, mosquitoes, rats, mice, hornets, ants, spiders, and flies.*

3 = Yes, all of these practices are implemented consistently.

2 = Most of these practices are implemented consistently.

1 = Only a few of these practices are implemented consistently.

0 = None of these practices are implemented consistently.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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Module 1: School Health and Safety Policies and Environment

Planning Questions
(photocopy before using)

The Module 1 Planning Questions will help your school use its School Health Index results to identify and prioritize changes that will improve policies and programs to improve students' health and safety.

Planning Question 1

Look back at the scores you assigned to each question. According to these scores, what are the **strengths** and the **weaknesses** of your school's policies and environment related to students' health and safety?

Planning Question 2

For each of the weaknesses identified above, list several recommended actions to improve the school's scores (e.g., create and maintain a school health committee).

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Planning Question 3. List each of the actions identified in Planning Question 2 on the table below. Use the five-point scales defined below to rank each action on five dimensions (importance, cost, time, commitment, feasibility). Add the points for each action to get the total points. Use the total points to help you choose one, two, or three top priority actions that you will recommend to the School Health Index team for implementation this year.

Importance	How important is the action to my school? 5 = Very important 3 = Moderately important 1 = Not important
Cost	How expensive would it be to plan and implement the action? 5 = Not expensive 3 = Moderately expensive 1 = Very expensive
Time	How much time and effort would it take to implement the action? 5 = Little or no time and effort 3 = Moderate time and effort 1 = Very great time and effort
Commitment	How enthusiastic would the school community be about implementing the action? 5 = Very enthusiastic 3 = Moderately enthusiastic 1 = Not enthusiastic
Feasibility	How difficult would it be to complete the action? 5 = Not difficult 3 = Moderately difficult 1 = Very difficult

Module 1 Actions	Importance	Cost	Time	Commitment	Feasibility	Total Points	Top Priority Action?