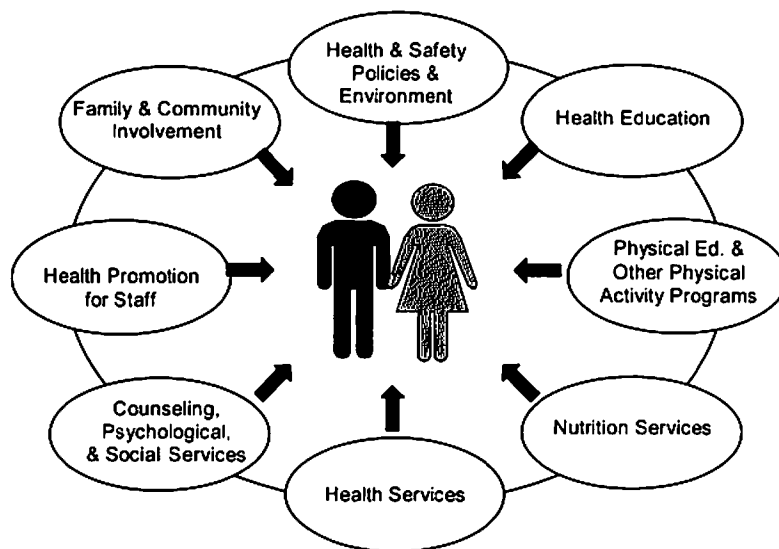


Module 5: School Health Services

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 5 team.

School nurse
Parent(s)
Student(s)

Assistant principal
Community-based health care provider
Health department representative(s)
Counselor(s)

2. Make a photocopy of the module Discussion Questions (pages 5-15) for each Module 5 team member. Make at least one photocopy of the module Score Card (page 3) and the module Planning Questions (pages 17-18).
3. Give each Module 5 team member a copy of the Module 5 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 away in case you need to make more photocopies.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

4. At a Module 5 team meeting:

- Discuss each of the Module 5 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 5: School Health Services

Score Card

Instructions

1. Carefully read and discuss the Module 5 Discussion Questions (pages 5-15), 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 5 Planning Questions located at the end of this module (pages 17-18).

| | | Fully in Place | Partially in Place | Under Develop- ment | Not in Place |
|-------------|--|-------------------|-----------------------|---------------------------|-----------------|
| CC.1 | Health services provided by a full-time school nurse | 3 | 2 | 1 | 0 |
| CC.2 | Health and safety promotion for students and families | 3 | 2 | 1 | 0 |
| CC.3 | Collaborate with staff | 3 | 2 | 1 | 0 |
| CC.4 | Establish strong community links for referral | 3 | 2 | 1 | 0 |
| CC.5 | Student medical information | 3 | 2 | 1 | 0 |
| CC.6 | Consulting school health physician | 3 | 2 | 1 | 0 |
| S.1 | Identify and refer students who are victims or perpetrators of violence | 3 | 2 | 1 | 0 |
| S.2 | Assess extent of injuries on school property | 3 | 2 | 1 | 0 |
| S.3/ A.1 | Emergency response plans | 3 | 2 | 1 | 0 |
| PA.1 | Identify and refer students with health problems affected by physical activity | 3 | 2 | 1 | 0 |
| N.1 | Identify and refer students with health problems affected by nutrition | 3 | 2 | 1 | 0 |
| A.2 | Identify and refer students with asthma | 3 | 2 | 1 | 0 |
| A.3 | Track students with known asthma | 3 | 2 | 1 | 0 |
| A.4 | Provide or facilitate case management for students with poorly controlled asthma | 3 | 2 | 1 | 0 |
| A.5 | Ensure immediate and reliable access to medications for students with asthma | 3 | 2 | 1 | 0 |
| A.6 | Offer asthma management education to all students with asthma | 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 (48) 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 / 48) X 100 | | | % |

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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Module 5: School Health Services

Discussion Questions

CC.1 Health services provided by a full-time school nurse

Does your school have a full-time licensed, registered school nurse responsible for providing (or supervising LPNs or health assistants to provide) health services*? Is an adequate number of full-time school nurses provided, based on the recommended ratio of at least one nurse for every 750 students?

NOTE: More nurses are recommended if students have extensive nursing needs.

**Health services may include first aid, administration of medications, identification and treatment of acute illnesses, immunizations and vaccination, health screenings, chronic disease management, or emergency care.*

- 3 = Yes, we have a school nurse present all day everyday, and the recommended ratio is present.
- 2 = We have a school nurse present all day everyday, but fewer than one for every 750 students.
- 1 = We have a school nurse present some of the time each week, or we have an LPN or health assistant (supervised by a school nurse) who is present at least some of the time each week.
- 0 = No, we do not have a school nurse, LPN, or health assistant present in our school, or we have an unsupervised LPN or health assistant in our school.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

CC.2 Health and safety promotion for students and families

Does the school nurse or other health services provider promote* the health and safety of students and their families by addressing each of these topics?

- ✓ promoting physical activity
- ✓ promoting healthy eating
- ✓ preventing tobacco use
- ✓ quitting tobacco use
- ✓ preventing unintentional injuries**
- ✓ preventing violence*** and suicide
- ✓ managing asthma

Examples of ways to **promote health and safety include:*

- ✓ *distributing educational materials*
- ✓ *individual advice or counseling*
- ✓ *small group or classroom discussions*
- ✓ *presentations*
- ✓ *bulletin board displays*
- ✓ *school newspaper/publications*

***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, addresses all seven of these topics.

2 = Addresses five or six of these topics.

1 = Addresses one to four of these topics.

0 = Addresses none of these topics, or the school does not have a school nurse or other health services provider.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

CC.3 Collaborate with staff

Does the school nurse or other health services provider collaborate with other school staff* to promote student health and safety in at least four of the following ways?

- ✓ developing plans to address student health problems (Individual Health Plans, 504 plans, school team plans)
- ✓ providing professional development on the health and academic benefits of physical activity, healthy eating, not using tobacco, preventing unintentional injuries and violence, and managing asthma
- ✓ developing policy
- ✓ developing curricula or units/lessons
- ✓ developing and implementing school-wide activities

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

3 = Yes, there is collaboration in at least four of these ways.

2 = There is collaboration in two or three of these ways.

1 = There is collaboration in one of these ways.

0 = No, there is no collaboration, or the school does not have a school nurse or other health services provider.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

CC.4 Establish strong links with community resources

Has the school established strong links with school district services and community resources and identified referral providers for all five of the following services?

- ✓ counseling for health problems affected by physical activity or nutrition
- ✓ services for weight control
- ✓ treatment for alcohol or substance use
- ✓ programs for smoking cessation
- ✓ asthma management and/or education programs

3 = Yes, strong community links have been established for all five of these services.

2 = Strong community links have been established for three or four of these services.

1 = Strong community links have been established for one or two of these services.

0 = Strong community links have not been established.

CC.5 Student medical information

Is there a system for collecting student medical information (related to physical activity, nutrition, tobacco use, injury, and/or asthma)? Is all pertinent information* communicated in writing to all appropriate school staff**?

**All pertinent information is determined in partnership with parents or legal guardians, if possible. All communication should be in compliance with the Family Educational Rights and Privacy Act (FERPA). Communication may be in the form of asthma action plans, allergy alerts, injury reports, or through other written mechanisms. Regardless of the communication mechanism, pertinent information includes:*

- ✓ signs or symptoms to watch for in the student
- ✓ specific action to take if student exhibits signs or symptoms
- ✓ special precautions, if needed
- ✓ a reminder about the confidentiality of this information

***Appropriate school staff are those who “need to know” and could 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, bus drivers, school resource officers, and before- and after-school staff.*

3 = Yes, all pertinent information is systematically collected and communicated in writing to all appropriate staff.

2 = All pertinent information is systematically collected and communicated to some, but not all appropriate staff.

1 = Some pertinent information is collected and communicated to some staff.

0 = Pertinent information is not collected.

CC.6 Consulting school health physician

Does your school have access to and work with a consulting school health physician* who assists with your school health programs?

**A consulting school health physician supports the needs of students through planning, policy, guidance, and medical consultation. He/she has training and/or experience in child, adolescent and/or school health, to work with school nurses and others on the health and safety team. The physician's function should be specified in a written agreement or contract and may include support of school staff with health and safety roles, interaction with community health professionals, guidance of district policy, and/or specific clinical responsibilities.*

- 3 = Yes, our school has access to a consulting school health physician and has worked with him/her within the past year.
2 = Our school has access to a consulting school health physician through our state or local education or health agency and has worked with him/her within the past two years.
1 = Our school has access to a consulting school health physician through our state or local education or health agency but has not worked with him/her within the past two years.
0 = No, our school does not have access to a consulting school health physician.

S.1 Identify and refer students who are victims or perpetrators of violence

Does the school nurse or other health services provider identify students who are at risk* of being victims or perpetrators of violence and refer them to the most appropriate school-based or community-based services?

**Indicators of students at risk of being victims or perpetrators of violence include*

- | | |
|---|--|
| ✓ victims of child abuse or neglect | ✓ observers of violence at home, at school, or in community |
| ✓ victims of dating violence | |
| ✓ victims of sexual assault | ✓ violent offenders |
| ✓ victims of bullying or harassment | ✓ suicide attempters |
| ✓ victims of other serious violence | ✓ those with special health care needs or mobility impairments |
| ✓ survivors of serious unintentional injuries | ✓ those with learning or emotional disabilities |
| ✓ weapon carriers | ✓ users of alcohol or drugs (especially heavy users) |
| | ✓ poor academic achievers |

- 3 = Yes, identifies and refers students to the most appropriate services.
2 = Identifies and refers students, but does not always refer them to the most appropriate services.
1 = Identifies students, but sometimes does not refer them to appropriate services.
0 = Does not identify students at risk, or the school does not have a school nurse or other health services provider.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

S.2 Assess extent of injuries on school property

Does the school nurse or other health services provider systematically collect information, such as that listed below, on unintentional injuries and violence that occur on school property (including school buses) or that are associated with school-sponsored events? Is the information analyzed and consistently reviewed by school policy-makers?

- ✓ date, time, and place of injury
- ✓ names of person(s) injured and of any witnesses
- ✓ type of injury (e.g., cut, bruise) and location of injury (e.g., face, arm)
- ✓ activity during which injury occurred (e.g., sporting event, classroom lesson)
- ✓ agents of injury (e.g., ball, bat, firearm)
- ✓ contributing factors (e.g., alcohol or drug use, lack of supervision, lack of protective gear)
- ✓ status of injured person(s) (e.g., student, faculty, staff, visitor)
- ✓ relationship of injured party to others (e.g., relative, member of gang)
- ✓ intent (e.g., unintentional, assault, self-inflicted)
- ✓ description of action taken (e.g., first aid administered, emergency medical services called, parent notified)

3 = Yes, information is collected, analyzed, and consistently reviewed by school policy-makers.

2 = Information is collected, analyzed, and occasionally reviewed by school policy-makers.

1 = Information is collected and analyzed but not reviewed by school policymakers.

0 = Information is collected but not analyzed or reviewed, or information is not collected, or the school does not have a school nurse or other health services provider.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

S.3/A.1 Emergency response plans

Does the school nurse or other health services provider have an emergency plan that includes all the components listed below for assessing, managing, and referring students and staff suffering from a medical emergency (e.g., injury, severe asthma episode) to the appropriate level of care?

- ✓ written instructions on contacting emergency service providers, with telephone numbers posted in prominent locations
- ✓ list of health services and other staff and their assignments, including at least one qualified person who will assess the person(s) suffering from a medical emergency and manage immediate care; one person who will call emergency medical services (EMS); one person who will control students in the area; and one person who will direct EMS to the location of the person(s) suffering from a medical emergency
- ✓ multiple methods for accessing EMS
- ✓ plan for transporting and referring person(s) suffering from a medical emergency to care, including a protocol for situations in which staff members need to be with a student at a treatment center
- ✓ system for contacting parents and appropriate school personnel (e.g., a central file with daytime contact information for parents and guardians)
- ✓ provisions for obtaining parental consent if referral for immediate treatment is required
- ✓ copies of treatment and referral protocols available in first aid kits

3 = Yes, all of these components are part of the emergency plan.

2 = All but one of these components are part of the emergency plan.

1 = There is a plan, but it lacks more than one of these components.

0 = The school does not have a plan.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

PA.1 Identify and refer students with health problems affected by physical activity

Does the school nurse or other health services provider identify students with health problems affected by physical activity *? Are those students referred to the most appropriate school-based or community-based services?

**Examples of health problems affected by physical activity include asthma, diabetes, and overweight/obesity.*

3 = Yes, identifies and refers students to the most appropriate services.

2 = Identifies and refers students, but does not always refer them to the most appropriate services.

1 = Identifies students, but sometimes does not refer them to appropriate services.

0 = Does not identify students with these problems, or the school does not have a school nurse or other health services provider.

N.1 Identify and refer students with health problems affected by nutrition

Does the school nurse or other health services provider identify students with health problems affected by nutrition*? Are those students referred to the most appropriate school-based or community-based services?

**Examples of health problems affected by nutrition include anemia, diabetes, eating disorders, food allergies, and overweight/obesity.*

3 = Yes, identifies and refers students to the most appropriate services.

2 = Identifies and refers students, but does not always refer them to the most appropriate services.

1 = Identifies students, but sometimes does not refer them to appropriate services.

0 = Does not identify students with these problems, or the school does not have a school nurse or other health services provider.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

A.2 Identify and refer students with asthma

Does your school have a system to identify* students diagnosed with asthma and refer** those students to the appropriate school or community-based services?

**Identify means to:*

- ✓ Conduct asthma case identification by reviewing health history intake forms, emergency contact forms, and requests for medication administration to identify students with diagnosed asthma. Most schools should avoid asthma screening (spirometry) or case detection (symptom surveys).
- ✓ Compile a confidential list of students diagnosed with asthma.

***Refer means to:*

- ✓ Contact parents of students with asthma signs or symptoms and recommend that the students be evaluated by their primary health care provider or specialist.
- ✓ Contact parents of students without a primary health care provider and give information about child health insurance programs and primary care providers.

3 = Yes, our school has a system that identifies students with asthma and refers all of them to the appropriate services.

2 = Our school has a system that identifies students with asthma and refers most of them to the appropriate services.

1 = Our school has a system that identifies students with asthma and refers some of them to the appropriate services.

0 = Our school does not have a system that identifies students with asthma.

A.3 Track students with known asthma

Based on a confidential list of students diagnosed with asthma, does your school have a system to track* all students with asthma in at least three of the following ways?

- ✓ Note frequent absences from school.
- ✓ Note frequent visits to the school health office due to asthma.
- ✓ Note frequent asthma symptoms at school.
- ✓ Note frequent non-participation in physical education class due to asthma.
- ✓ Note students sent home early due to asthma.
- ✓ Note calls from school to 911, or other local emergency numbers, due to asthma.

**Track means to collect the information described below and share it with the appropriate person(s), as needed.*

3 = Yes, our school tracks all students with known asthma in at least three of these ways.

2 = Yes, our school tracks all students with known asthma in two of these ways.

1 = Yes, our school tracks all students with known asthma in one of these ways.

0 = No, our school does not track students with known asthma.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

A.4 Provide or facilitate case management for students with poorly controlled asthma

Does your school provide or facilitate* case management** for students with poorly controlled asthma***?

**Facilitate means to identify and refer students to case management services.*

***Case management is a comprehensive set of services provided by either an individual or a team of medical professionals, school staff, and/or social work staff. These services could include:*

- ✓ *Providing referrals to primary healthcare providers*
- ✓ *Ensuring an appropriate written asthma action plan is obtained*
- ✓ *Ensuring access to and appropriate use of asthma medications, spacers, and peak flow meters at home and at school*
- ✓ *Offering asthma education for the student and family*
- ✓ *Facilitating environmental modifications at home and at school*
- ✓ *Identifying and addressing psychosocial issues related to asthma*
- ✓ *Providing additional support services as needed*

****Students with poorly controlled asthma are those with frequent absences from school, frequent visits to the school health office for asthma symptoms, frequent asthma symptoms at school, and/or frequent non-participation in physical education class due to asthma symptoms.*

3 = Yes, case management is provided or facilitated to all students with poorly controlled asthma.

2 = Case management is provided or facilitated to most students with poorly controlled asthma.

1 = Case management is provided or facilitated to some students with poorly controlled asthma.

0 = No, case management is not provided or facilitated to students with asthma.

A.5 Ensure immediate and reliable access to medications for students with asthma

Does your school use all of these methods to ensure all students with asthma have immediate and reliable access to medications in school?

- ✓ *Allow students to self-carry and self-administer medications with written permission from physician, parent/guardian, and school nurse.*
- ✓ *Ensure medication is readily accessible, clearly labeled, and not accessible to other students.*
- ✓ *Ensure that someone trained in administering asthma medications is always present at the school (e.g., school nurse, health assistant, other school staff).*
- ✓ *Keep extra personal inhalers in the school health room.*

3 = Yes, all of these methods are used.

2 = All of these methods are used, except the school is unable to obtain an extra personal inhaler for all students with asthma.

1 = At least three of these methods are used.

0 = Fewer than three of these methods are used.

A.6 Offer asthma management education to all students with asthma

Does your school offer* asthma management education** at school for all students with known asthma?

***Offer** means doing any of the following:

- ✓ School staff providing asthma management education
- ✓ Partnering with organizations providing asthma education (e.g., American Lung Association, Asthma and Allergy Foundation of America) and providing programming space in school
- ✓ Allowing time for students to participate in school- or community-sponsored programs
- ✓ Disseminating asthma education materials as a supplement to a formal asthma education program

****Asthma management education** should include the following topics:

- ✓ Basic facts about asthma
- ✓ Adhering to asthma action plans
- ✓ Identifying and avoiding triggers
- ✓ Signs and symptoms of an asthma episode
- ✓ Medication information
- ✓ Self-management skills (e.g., monitoring asthma, use of peak flow meter, proper use of inhalers)
- ✓ When and how to take emergency actions
- ✓ Maintaining physical activity

3 = Yes, our school offers asthma management education for all students with known asthma

2 = Our school offers asthma management education for most students with known asthma.

1 = Our school offers asthma management education for some students with known asthma.

0 = No, our school does not offer asthma management education for students with known asthma.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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Module 5: School Health Services

Planning Questions ***(photocopy before using)***

The Module 5 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 health services 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., have the school nurse actively promote physical activity to students and their families).

Continued on next page

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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 5 Actions | Importance | Cost | Time | Commitment | Feasibility | Total Points | Top Priority Action? |
|-------------------------|-------------------|-------------|-------------|-------------------|--------------------|---------------------|-----------------------------|
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