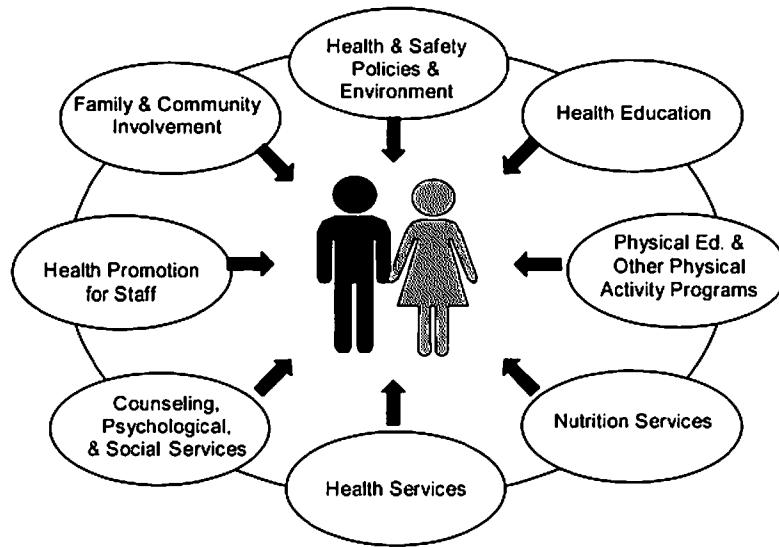


## **Module 8: Family and Community Involvement**

### ***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 8 team.

Parent(s)  
Student(s)  
Teacher(s)  
School nurse  
Assistant principal  
Community member(s)

Community health agency representative(s)  
(e.g., American Cancer Society, local health department)  
School counselor  
Local faith-based organization representative(s)

2. Make a photocopy of the module Discussion Questions (pages 5-8) for each Module 8 team member. Make at least one photocopy of the module Score Card (page 3) and the module Planning Questions (pages 9-10).
3. Give each Module 8 team member a copy of the Module 8 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 8 team meeting:

- Discuss each of the Module 8 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!

## Module 8: Family and Community Involvement

### *Score Card* (photocopy before using)

#### Instructions

1. Carefully read and discuss the Module 8 Discussion Questions (pages 5-8), 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 8 Planning Questions located at the end of this module (pages 9-10). Be sure to keep your documentation from the small groups to support your recommendations.

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Educate families	3	2	1	0
CC.2	Effective parenting strategies	3	2	1	0
CC.3	Parent and community involvement in programs	3	2	1	0
CC.4	Promote community-based programs	3	2	1	0
CC.5	Community access to school facilities	3	2	1	0
N.1	Student and family involvement in planning meals	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 (18) by subtracting 3 for each question eliminated).

<b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right.			
<b>MODULE SCORE =</b> (Total Points / 18) X 100			%

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

*This page intentionally left blank.*

## Module 8: Family and Community Involvement

### Discussion Questions

#### CC.1 Educate families

Does the school give families opportunities to learn about health and safety topics listed below through educational materials\* sent home and involvement in school-sponsored activities\*\*?

- ✓ promoting physical activity
- ✓ promoting healthy eating
- ✓ preventing tobacco use
- ✓ influence of mass media on child health and safety (e.g., television, film, music)
- ✓ quitting tobacco use
- ✓ promoting safety and preventing unintentional injuries\*\*\*
- ✓ preventing violence\*\*\*\* and suicide
- ✓ managing asthma
- ✓ accessing community health resources (e.g., State Children's Health Insurance Programs (SCHIP), health insurance providers, community health centers)

*\*Examples of educational materials include brochures, newsletter articles, public access television, website, introductions to curricula, and homework assignments that involve family participation.*

*\*\*Examples of school-sponsored activities include parent/teacher meetings, parent seminars, food tasting, field days, bicycle rodeos, safety towns, family events, health fairs, and walkathons.*

*\*\*\*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, opportunities on eight or nine topics.

2 = Opportunities on five to seven topics.

1 = Opportunities on one to four topics.

0 = No opportunities are offered.

**CC.2 Effective parenting strategies**

Does the school's parent education program address all of the following effective parenting strategies?

- ✓ praising and rewarding desirable behavior
- ✓ staying actively involved with children in fun activities
- ✓ making time to listen and talk with their children
- ✓ making a small number of clear, understandable rules designed to increase level of self-management (e.g., routine household chores, homework, time spent using TV and computer)
- ✓ consistently enforcing family rules with consequences (e.g., an additional chore, restricting TV/computer use for the evening)
- ✓ monitoring children's daily activities (knowing child's whereabouts and friends)
- ✓ modeling nonviolent responses to conflict
- ✓ modeling healthy behaviors (e.g., medication adherence, regular physical activity)

3 = Yes, addresses all of these topics.

2 = Addresses most of these topics.

1 = Addresses some of these topics.

0 = Addresses none of these topics, or there is no parent education program.

**CC.3 Parent and community involvement in programs**

Do parents and other community members help plan and implement\* all or nearly all school health and safety programs?

*\*Examples of ways to **help plan and implement** include volunteering to help in the classroom, in the cafeteria, or with special events; serving on school health, curriculum review, or program planning committees; and designing or conducting a needs assessment or program evaluation.*

3 = Yes, both parents and community members help on all or nearly all school health and safety programs.

2 = They help on most of the programs.

1 = They help on some of the programs.

0 = No, they do not help plan or implement school health and safety programs.

#### **CC.4 Promote community-based programs**

Does the school staff inform students and their families about community-based health and safety programs\* that cover the following topics?

- ✓ tobacco-use cessation
- ✓ physical activity/recreation
- ✓ healthy eating
- ✓ preventing unintentional injuries
- ✓ preventing violence
- ✓ asthma management

*\*Examples of community-based health and safety programs include youth sports and recreation programs; Women, Infants and Children (WIC); food stamps; and activities sponsored by organizations such as Students Against Drunk Driving, Boys and Girls Clubs of America, American Cancer Society, American Heart Association, American Lung Association, and Asthma and Allergy Foundation of America.*

3 = Yes, for all six topics.

2 = Yes, for four or five topics.

1 = Yes, for one to three topics.

0 = None of these topics are covered.

#### **CC.5 Community access to school facilities**

Do community members have access to indoor and outdoor school facilities\* outside school hours\*\* to participate in or conduct health promotion and education programs\*\*\*?

*\*Examples of school facilities include indoor classrooms, gymnasium, and outdoor recreational areas.*

*\*\*Outside school hours means after school, in the evening, on weekends, and during school vacations.*

*\*\*\*Examples of topics addressed in health promotion and education programs include tobacco-use cessation, physical activity/recreation, healthy eating, preventing unintentional injuries and violence, and asthma management.*

3 = Yes, community members have access to school facilities.

2 = Community members have limited access to school facilities.

1 = Community members have very limited access to school facilities, or there is access to indoor or outdoor facilities but not to both.

0 = Community members do not have access to school facilities.

**N.1 Student and family involvement in planning meals**

Do students and parents have opportunities to provide both suggestions for school meals and feedback on the meal program?

3 = Yes, both students and parents have opportunities to provide suggestions and feedback.

2 = Yes, both students and parents have opportunities to provide either suggestions for school meals or feedback on the meal program.

1 = Either students or parents have these opportunities, but not both.

0 = Neither students nor parents have these opportunities.



## **Module 8: Family and Community Involvement**

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

The Module 8 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 programs 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., increase family education on health and safety).

*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.

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

<b>Module 8 Actions</b>	<b>Importance</b>	<b>Cost</b>	<b>Time</b>	<b>Commitment</b>	<b>Feasibility</b>	<b>Total Points</b>	<b>Top Priority Action?</b>