



## ***Altar Valley Wellness Committee Meeting Agenda***

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*July 19<sup>th</sup>, 2021 10:00 AM; Altar Valley Middle School, Professional Development Room*

- I. Call to Order**
- II. Roll Call**
- III. Approval of Minuets**
- IV. Evaluate SY21 Wellness Plans effectiveness**
  - a. Discuss outcome from the SHI and Triannual Assessment Data*
  - b. Discuss LWP Assessment and Evaluation Form*
  - c. Discuss Comparison of Wellness Policy to Model Plan*
- V. Discuss revision of Wellness Plan**
  - a. Go over revised Wellness Plan Idea and Process*
- VI. Discussion of Wellness Policy and Plan**
  - a. Discussion on Wellness Policy / Plan*
    - i. Goals for Policy*
    - ii. Thoughts on current policy*
    - iii. Suggestions for changes / corrections*
- VII. Determine overall goals for Wellness Committee for SY22**
  - a. Discuss what Committee hopes to achieve for SY22*
- VIII. Open Discussion on topics covered**
- IX. Set next meeting date**
- X. Adjournment**



## **Altar Valley Wellness Committee Meeting Agenda**

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July 19<sup>th</sup>, 2021 10:00 AM; Altar Valley Middle School, Professional Development Room

### **I. Call to Order**

- a. Called to order by David Greeson, Chair at 10:05 AM*

### **II. Roll Call**

- a. Present: David Greeson, Chair | Dr. David Dumon, Superintendent | Lori Conner, Principal | Shelly Camp, Principal | Laura Warner, Athletics Director*
- b. Absent: Student Representative (New one not appointed yet as former graduated), Parent Representative (New one not appointed yet as former resigned)*

### **III. Approval of Minutes**

- a. Motion proposed by Dr. Dumon, Seconded by Ms. Camp, Motion PASSED*

### **IV. Evaluate SY21 Wellness Plans effectiveness**

- a. Discuss outcome from the SHI and Triannual Assessment Data
  - i. The Committee discussed the results from the SHI Triannual Assessment. There was great growth in most modules from SY19 however, the Committee still sees room for growth and education on modules 9 and 11. The Committee will continue to evaluate these modules this coming year to try and increase implementation of missing areas.**
- b. Discuss LWP Assessment and Evaluation Form
  - i. The Committee discussed and evaluated how the LWP was implemented and being followed in Altar Valley. Mr. Greeson presented his evaluation and assessment to the Committee. The Committee made comments that were added to the evaluation. The findings of that conversation are attached.*
  - ii. Overall, the committee feels that implementation of the LWP is going well with some areas that need improvement. The Committee would like to focus on an increase in modeling healthy eating and tracking fundraisers in the District.**
- c. Discuss Comparison of Wellness Policy to Model Plan
  - i. The Committee discussed how the current LWP compares to a model Wellness Policy from the USDA Alliance for a Healthier Generation guidelines. The evaluation is attached. The Committee felt that the DWP as a whole was comparable to the model plan. However, the Committee will look at adding language to the DWP to better define some roles and responsibilities. The Committee will continue to look at fundraisers and classroom parties to ensure better compliance and increasing reporting with local administrators. The Committee will also look at the viability of physical activity guidelines in the DWP to increase activity in the classroom without disrupting the instruction time.**

### **V. Discuss revision of Wellness Plan**

- a. Go over revised Wellness Plan Idea and Process
  - i. The Committee discussed how the revisions to the DWP from SY19 looked and discussed how the plan could be improved.**



**VI. Discussion of Wellness Policy and Plan**

a. Discussion on Wellness Policy / Plan

i. Goals for Policy

1. *The Wellness Committee discussed the goal of increased awareness and tracking on fundraisers on campuses within the District. The Committee would like to get a better idea on how many fundraisers might be outside the DWP.*

ii. Thoughts on current policy

1. *The Committee was happy with the current LWP*

iii. Suggestions for changes / corrections

1. *The Committee discussed adding language to better define rules into the DWP*

**VII. Determine overall goals for Wellness Committee for SY22**

a. Discuss what Committee hopes to achieve for SY22

- i. Committee has set the following goals: Increase fundraiser tracking, increase exposure for module 9 and 11 from the SHI assessment, gain feedback from all stakeholders to ensure all voices are heard, and look at possible revisions to the policy to ensure rules as defined

**VIII. Open Discussion on topics covered**

- a. *Discussion on upcoming wellness weeks in schools for the first semester*

**IX. Set next meeting date**

- a. *Next meeting date is set for February 21<sup>st</sup> at 3:00 PM*

**X. Adjournment**

- a. *Motion by Ms. Warner, Seconded by Ms. Conner; motion PASSED*

## Comparison of Altar Valley ESD Wellness Policy to Model Wellness Policy

School Year: 2020

| Guideline  | Model Policy  | District Policy   | District Status   | Plan/Updates Needed   |
|--|---|---|---|---|
| <b>I. School Wellness Committee</b>  |   |   |   |   |
| <b>Committee Role and Membership</b>   | Each school within District will establish an ongoing School Wellness Committee that meets at least four times per year.  | <b>The district does this at each site however, it is currently not listed in the LWP</b> | <b>The District has implemented this process</b>                          | <b>The District will look to add language to the LWP at its next Wellness Committee Meeting</b> |
| <b>Leadership</b>  | The Superintendent or designee(s) will convene, facilitate development and update the wellness policy to ensure each school's compliance with the policy.   | <b>Language is in LWP</b>   | <b>The district is doing this via SAC and District Wellness Committee</b> | <b>N/A</b>  |
| <b>II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement</b> |   |   |   |   |
| <b>Implementation Plan</b>   | District will develop and maintain a plan for implementation to execute this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school          | <b>District wellness Committee Meets to evaluate the LWP annually</b>                     | <b>Implemented</b>  | <b>The DWC could look at possibly adding language that better defines rules</b>                 |
| <b>Recordkeeping</b>   | The District will retain records to document compliance with the requirements of the wellness policy [District's Administrative Offices, Room #] and/or on [District's central computer network]. | <b>The District's Foodservice Department keeps all records for the required years</b>     | <b>Implemented</b>  |   |

\*Model Policy Regulations adapted from USDA's Alliance for a Healthier Generation

|   |  |  |                    |  |
|---|--|--|--------------------|--|
| <b>Annual Notification of Policy</b>                      | The District will actively inform the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. | <b>The DWP releases yearly updates and information to all of its stakeholders</b>          | <b>Implemented</b> |  |
| <b>Triennial Progress Assessments</b>                     | At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy.  | <b>The District currently conducts a Triennial Assessment</b>                              | <b>Implemented</b> |  |
| <b>Revisions and Updating the Policy</b>                  | Committee will update or modify the wellness policy based on the results of the assessments and/or as District priorities change.  | <b>The DWC meets yearly to review and update the policy</b>                                | <b>Implemented</b> |  |
| <b>Community Involvement, Outreach and Communications</b> | The District is committed to being responsive to community input. Will actively communicate ways in which all members can participate in the development, implementation and periodic review and update of the wellness policy.  | <b>The DWC seeks input from all stakeholder groups during its annual review</b>            | <b>Implemented</b> |  |
| <b>III. Nutrition</b>                                     |  |  |                    |  |
| <b>School Meals</b>                                       | District is committed to serving healthy meals to children and meeting the nutrition needs of school children within their calorie requirements.   | The LWP is in compliance with this standard  | <b>Implemented</b> |  |
| <b>Staff Qualifications and Professional Development</b>  | All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals.  | The LWP and District ensures that all Foodservice personnel receive the required training. | <b>Implemented</b> |  |

\*Model Policy Regulations adapted from USDA's Alliance for a Healthier Generation

|  |  |  |                    |  |
|--|--|--|--------------------|--|
| <b>Water</b>                           | To promote hydration, the District will make drinking water available where school meals are served during mealtimes. Water cups/jugs will be available in the cafeteria if a drinking fountain is not present. All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water. | The District has installed refillable water stations at all schools in the district. | <b>Implemented</b> | The District could work with FS to provide cups for students   |
| <b>Competitive Foods and Beverages</b> | The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs will meet the USDA Smart Snacks in School nutrition standards.   | <b>The district follows all USDA and ADE regulations</b>                             | <b>Implemented</b> |  |
| <b>Celebrations and Rewards</b>        | <p>All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards:</p> <p>Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.</p> <p>Classroom snacks brought by parents. The District will provide to</p>  | <b>The district follows all USDA and ADE regulations</b>                             | <b>Implemented</b> | <b>Some celebrations go on unannounced and do not meet the regulations. DWC and SHAC will work harder to ensure further compliance</b> |

\*Model Policy Regulations adapted from USDA's Alliance for a Healthier Generation

|                            |  |   |                    |  |
|----------------------------|--|---|--------------------|--|
|                            | <p>parents a <a href="#">list of foods and beverages that meet Smart Snacks</a> nutrition standards.</p> <p>Rewards and incentives. The District will provide teachers and other relevant school staff a <a href="#">list of alternative ways to reward children</a>. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.</p>   |   |                    |  |
| <b>Fundraising</b>         | <p>Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas.</p> <p>Schools will use only non-food fundraisers, and encourage those promoting physical activity.</p> <p>Fundraising during <u>and outside</u> school hours will sell only non-food items or foods and beverages that meet Smart Snacks nutrition standards.</p> | <b>The District follows all USDA and ADE regulations</b>                | <b>Implemented</b> | <b>Need to follow up on some school fundraisers to ensure compliance</b> |
| <b>Nutrition Promotion</b> | <p>The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.</p>  | <b>The District and the DWC promotes healthy eating in the district</b> | <b>Implemented</b> |  |

\*Model Policy Regulations adapted from USDA's Alliance for a Healthier Generation

|   |  |  |                           |  |
|---|--|--|---------------------------|--|
| <b>Nutrition Education</b>  | The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion.  | <b>The District provides nutrition education to its students</b> | <b>Mostly Implemented</b> | <b>DWC and SHAC will continue to work with District to improve the access to nutrition education</b> |
| <b>Essential Healthy Eating Topics in Health Education</b>              | The District will include in the health education curriculum essential topics on healthy eating.   | <b>The District does not currently have this in its LWP</b>      | <b>Not Implemented</b>    | <b>DWC will work with its stakeholders to see viability of incorporating</b>                         |
| <b>Food and Beverage Marketing in Schools</b>                           | The District will protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.  | <b>The LWP follows this standard</b>                             | <b>Implemented</b>        |  |
| <b>IV. Physical Activity</b>  |  |  |                           |  |
| <b>Physical Education</b>   | The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards. All <b>elementary students</b> in each grade will receive physical education for at least 60-89 minutes per week throughout the school year. All <b>secondary students</b> (middle and high school) are required to take the equivalent of one academic year of physical education. | <b>The LWP follows these standards</b>                           | <b>Implemented</b>        |  |
| <b>Prohibited use of or withholding physical activity as punishment</b> | Provide a daily recess period, which is not used as a punishment or a reward.  | <b>The LWP follows these standards</b>                           | <b>Implemented</b>        |  |



|  |   |   |                           |  |
|--|---|---|---------------------------|--|
| <b>Recess Requirement (Elementary)</b>                               | All elementary schools will offer at least <b>20 minutes of recess</b> on all days during the school year.  | <b>The LWP follows these standards</b>                                      | <b>Implemented</b>        |  |
| <b>Classroom Physical Activity Breaks (Elementary and Secondary)</b> | Students will be offered <b>periodic opportunities</b> to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. | <b>The LWP currently does not have language that reflects this standard</b> | <b>Not Implemented</b>    | <b>DWC will work with its stakeholders to see viability of incorporating</b> |
| <b>Active Academics</b>  | Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.   | <b>The LWP currently does not have language that reflects this standard</b> | <b>Not Implemented</b>    | <b>DWC will work with its stakeholders to see viability of incorporating</b> |
| <b>Before and After School Activities</b>                            | The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods.  | <b>The LWP has this language</b>  | <b>Implemented</b>        |  |
| <b>Active Transport</b>  | The District will support active transport to and from school, such as walking or biking.   | <b>The LWP has this language</b>  | <b>Implemented</b>        |  |
| <b>I. <u>Other Activities that Promote Student Wellness</u></b>      |   |   |                           |  |
| <b>Community Partnerships</b>  | The District will develop relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and  | <b>The language is in the LWP</b>   | <b>Mostly Implemented</b> | <b>The DWC will continue to work on expending its community partners</b>     |

|   |   |   |                        |  |
|---|---|---|------------------------|--|
|   | coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.  |   |                        |  |
| <b>Community Health Promotion and Family Engagement</b> | The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts. | <b>The LWP has this language</b>  | <b>Implemented</b>     |  |
| <b>Staff Wellness and Health Promotion</b>              | The committee will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff.  | <b>The LWP currently does not have language that reflects this standard</b> | <b>Not Implemented</b> | <b>DWC will work with its stakeholders to see viability of incorporating</b> |
| <b>Professional Learning</b>                            | When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school.   | <b>The LWP currently does not have language that reflects this standard</b> | <b>Not Implemented</b> | <b>DWC will work with its stakeholders to see viability of incorporating</b> |

# SHI Triannual Assessment of LWP Implementation

|            | Robles        | Middle School |
|------------|---------------|---------------|
|            | % Implemented | % Implemented |
| Module #1  | 93.00%        | 92.00%        |
| Module #2  | 97.00%        | 96.00%        |
| Module #3  | 90.00%        | 93.00%        |
| Module #4  | 90.00%        | 100.00%       |
| Module #5  | 90.00%        | 90.00%        |
| Module #6  | 95.00%        | 95.00%        |
| Module #7  | 100.00%       | 100.00%       |
| Module #8  | 100.00%       | 100.00%       |
| Module #9  | 77.00%        | 82.00%        |
| Module #10 | 100.00%       | 100.00%       |
| Module #11 | 81.00%        | 77.00%        |

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 5-36), 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 38-39).

|              |  | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|--------------|--|-------------------|-----------------------|---------------------------|-----------------|
| CC.1         | Representative school health committee or team   | <del>3</del>      | 2                     | 1                         | 0               |
| CC.2         | Written school health and safety policies  | <del>3</del>      | 2                     | 1                         | 0               |
| CC.3         | Communicate health and safety policies to students, parents, staff members, and visitors   | <del>3</del>      | 2                     | 1                         | 0               |
| CC.4         | Overcome barriers to learning  | <del>3</del>      | 2                     | 1                         | 0               |
| CC.5         | Enrichment experiences   | <del>3</del>      | 2                     | 1                         | 0               |
| CC.6         | Local school wellness policy   | 3                 | <del>2</del>          | 1                         | 0               |
| CC.7         | Standard precautions policy  | <del>3</del>      | 2                     | 1                         | 0               |
| CC.8         | Written crisis preparedness and response plan  | <del>3</del>      | 2                     | 1                         | 0               |
| S.1          | Staff development on unintentional injuries, violence, and suicide   | <del>3</del>      | 2                     | 1                         | 0               |
| PA.1         | Maintain safe play environment   | <del>3</del>      | 2                     | 1                         | 0               |
| PA.2         | Recess   | <del>3</del>      | 2                     | 1                         | 0               |
| PA.3/<br>S.2 | Playgrounds meet safety standards  | <del>3</del>      | 2                     | 1                         | 0               |
| PA.4         | Access to physical activity facilities outside school hours  | <del>3</del>      | 2                     | 1                         | 0               |
| PA.5         | Prohibit using physical activity as punishment   | <del>3</del>      | 2                     | 1                         | 0               |
| PA.6         | Prohibit withholding recess as punishment  | <del>3</del>      | 2                     | 1                         | 0               |
| N.1          | Prohibit using food as reward or punishment  | <del>3</del>      | 2                     | 1                         | 0               |
| N.2          | Access to free drinking water throughout the school day  | <del>3</del>      | 2                     | 1                         | 0               |
| N.3          | Access to free drinking water throughout the extended school day   | <del>3</del>      | 2                     | 1                         | 0               |
| N.4          | Water testing  | <del>3</del>      | 2                     | 1                         | 0               |
| N.5          | All foods sold during the school day meet the USDA's Smart Snacks in School nutrition standards                                      | 3                 | <del>2</del>          | 1                         | 0               |
| N.6          | All beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards                                  | 3                 | <del>2</del>          | 1                         | 0               |
| N.7          | All foods and beverages served and offered during the school day meet the USDA's Smart Snacks in School nutrition standards          | 3                 | <del>2</del>          | 1                         | 0               |
| N.8          | All foods and beverages sold during the extended school day meet the USDA's Smart Snacks in School nutrition standards               | 3                 | <del>2</del>          | 1                         | 0               |
| N.9          | All foods and beverages served and offered during the extended school day meet the USDA's Smart Snacks in School nutrition standards | 3                 | <del>2</del>          | 1                         | 0               |
| N.10         | Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in School nutrition standards                       | 3                 | <del>2</del>          | 1                         | 0               |
| N.11         | Food and beverage marketing  | <del>3</del>      | 2                     | 1                         | 0               |
| N.12         | Handwashing practices  | <del>3</del>      | 2                     | 1                         | 0               |
| T.1          | Prohibit tobacco use among students  | <del>3</del>      | 2                     | 1                         | 0               |

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 2: Health Education**

**Score Card**  
(photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 2 Discussion Questions (pages 6-17), 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 2 Planning Questions located at the end of this module (pages 19-20).

|       |   | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|-------|---|-------------------|-----------------------|---------------------------|-----------------|
| CC.1  | Health education taught in all grades                               | 3                 | <del>2</del>          | 1                         | 0               |
| CC.2  | Sequential health education curriculum consistent with standards    | <del>3</del>      | 2                     | 1                         | 0               |
| CC.3  | Active learning strategies  | <del>3</del>      | 2                     | 1                         | 0               |
| CC.4  | Opportunities to practice skills                                    | <del>3</del>      | 2                     | 1                         | 0               |
| CC.5  | Culturally appropriate activities and examples                      | <del>3</del>      | 2                     | 1                         | 0               |
| CC.6  | Assignments encourage student interaction with family and community | <del>3</del>      | 2                     | 1                         | 0               |
| CC.7  | Professional development in health education                        | <del>3</del>      | 2                     | 1                         | 0               |
| CC.8  | Professional development in delivering curriculum                   | <del>3</del>      | 2                     | 1                         | 0               |
| CC.9  | Professional development in classroom management techniques         | <del>3</del>      | 2                     | 1                         | 0               |
| S.1   | Essential topics on preventing unintentional injuries and violence  | <del>3</del>      | 2                     | 1                         | 0               |
| PA.1  | Essential topics on physical activity                               | <del>3</del>      | 2                     | 1                         | 0               |
| N.1   | Essential topics on healthy eating                                  | <del>3</del>      | 2                     | 1                         | 0               |
| T.1   | Essential topics on preventing tobacco use                          | <del>3</del>      | 2                     | 1                         | 0               |
| AOD.1 | Essential topics on alcohol and other drug use                      | <del>3</del>      | 2                     | 1                         | 0               |
| CHC.1 | Essential topics on chronic health conditions awareness             | <del>3</del>      | 2                     | 1                         | 0               |
| SH.1  | Essential topics for preventing HIV, other STD and pregnancy        | <del>3</del>      | 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).

|  |          |  |  |
|--|----------|--|--|
| <b>45</b>  | <b>2</b> |  |  |
| <b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right. |          |  |  |
| <b>47</b>  |          |  |  |
| <b>MODULE SCORE =</b><br>(Total Points / 48) X 100                             |          |  |  |
| <b>97 %</b>  |          |  |  |

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**Module 3: Physical Education and Physical Activity Programs**

**Score Card**  
(photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 3 Discussion Questions (pages 6-17), 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 3 Planning Questions located at the end of this module (pages 18-19).

|                         |   | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|-------------------------|---|-------------------|-----------------------|---------------------------|-----------------|
| PA.1                    | 150 minutes of physical education per week                                  | <del>3</del>      | 2                     | 1                         | 0               |
| PA.2                    | Adequate teacher/student ratio  | <del>3</del>      | 2                     | 1                         | 0               |
| PA.3                    | Sequential physical education curriculum<br>consistent with standards       | <del>3</del>      | 2                     | 1                         | 0               |
| PA.4                    | Information and materials for physical<br>education teachers                | 3                 | <del>2</del>          | 1                         | 0               |
| PA.5                    | Students active at least 50% of class time                                  | 3                 | <del>2</del>          | 1                         | 0               |
| PA.6                    | Individualized physical activity and fitness<br>plans                       | 3                 | <del>2</del>          | 1                         | 0               |
| PA.7                    | Prohibit exemptions or waivers for physical<br>education                    | <del>3</del>      | 2                     | 1                         | 0               |
| PA.8                    | Substitutions for physical education  | <del>3</del>      | 2                     | 1                         | 0               |
| PA.9                    | Health-related fitness  | 3                 | <del>2</del>          | 1                         | 0               |
| PA.10                   | Promote community physical activities                                       | 3                 | <del>2</del>          | 1                         | 0               |
| PA.11                   | Licensed physical education teachers  | 3                 | <del>2</del>          | 1                         | 0               |
| PA.12/CH<br>C.1         | Address special health care needs   | <del>3</del>      | 2                     | 1                         | 0               |
| PA.13/<br>S.1/CHC.<br>2 | Physical education safety practices   | <del>3</del>      | 2                     | 1                         | 0               |
| PA.14/S.2               | Physical activity facilities meet safety<br>standards                       | <del>3</del>      | 2                     | 1                         | 0               |
| PA.15                   | Professional development for physical<br>education teachers                 | <del>3</del>      | 2                     | 1                         | 0               |
| PA.16                   | Professional development for classroom<br>teachers                          | <del>3</del>      | 2                     | 1                         | 0               |
| PA.17                   | Participation in intramural programs or<br>physical activity clubs          | <del>3</del>      | 2                     | 1                         | 0               |
| PA.18                   | Promotion or support of walking and<br>bicycling to and/or from school      | <del>3</del>      | 2                     | 1                         | 0               |
| PA.19                   | Availability of before- and after-school<br>physical activity opportunities | <del>3</del>      | 2                     | 1                         | 0               |
| PA.20                   | Availability of physical activity breaks in<br>classrooms                   | <del>3</del>      | 2                     | 1                         | 0               |
| PA.21                   | Adequate physical activity facilities                                       | <del>3</del>      | 2                     | 1                         | 0               |

45 12

57

790%

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 4: Nutrition Environment and Services**

**Score Card**  
(photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 4 Discussion Questions (pages 5-12), 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 4 Planning Questions located at the end of this module (pages 14-15).

|              |   | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|--------------|---|-------------------|-----------------------|---------------------------|-----------------|
| N.1          | Breakfast and lunch programs  | <del>3</del>      | 2                     | 1                         | 0               |
| N.2          | School breakfast  | <del>3</del>      | 2                     | 1                         | 0               |
| N.3          | School lunch  | <del>3</del>      | 2                     | 1                         | 0               |
| N.4          | Variety of offerings in school meals  | <del>3</del>      | 2                     | 1                         | 0               |
| N.5          | Healthy food purchasing and preparation practices   | <del>3</del>      | 2                     | 1                         | 0               |
| N.6          | Venues outside the cafeteria offer fruits and vegetables                                      | 3                 | <del>2</del>          | 1                         | 0               |
| N.7          | Promote healthy food and beverage choices and school meals using Smarter Lunchroom techniques | 3                 | <del>2</del>          | 1                         | 0               |
| N.8          | Adequate time to eat school meals   | 3                 | <del>2</del>          | 1                         | 0               |
| N.9          | Collaboration between school nutrition services staff members and teachers                    | 3                 | <del>2</del>          | 1                         | 0               |
| N.10         | Annual continuing education and training requirements for school nutrition services staff     | <del>3</del>      | 2                     | 1                         | 0               |
| N.11/<br>S.1 | Clean, safe, pleasant cafeteria   | <del>3</del>      | 2                     | 1                         | 0               |
| N.12/S.2     | Food safety training  | <del>3</del>      | 2                     | 1                         | 0               |
| N.13/S.3     | Preparedness for food emergencies   | <del>3</del>      | 2                     | 1                         | 0               |
| N.14         | Farm to School activities.  | <del>3</del>      | 2                     | 1                         | 0               |

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

|    |   |  |  |
|----|---|--|--|
| 30 | 8 |  |  |
|----|---|--|--|

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (42) by subtracting 3 for each question eliminated).

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

38

**MODULE SCORE =**  
(Total Points / 42) X 100

90 %

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 5: School Health Services**

**Score Card**

**Instructions**

1. Carefully read and discuss the Module 5 Discussion Questions (pages 5-12), 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 13-14).

|               |   | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|---------------|---|-------------------|-----------------------|---------------------------|-----------------|
| CC.1          | Health services provided by a full-time school nurse  | 3                 | <del>2</del>          | 1                         | 0               |
| CC.2          | School-based healthcare services  | 3                 | <del>2</del>          | 1                         | 0               |
| CC.3          | Health and safety promotion for students and families   | 3                 | <del>2</del>          | 1                         | 0               |
| CC.4          | Collaborate with other school staff members   | <del>3</del>      | 2                     | 1                         | 0               |
| CC.5          | Implement a referral system   | <del>3</del>      | 2                     | 1                         | 0               |
| CC.6          | Student health information, including insurance   | <del>3</del>      | 2                     | 1                         | 0               |
| CC.7          | Consulting school health physician  | 3                 | <del>2</del>          | 1                         | 0               |
| S.1           | Assess extent of injuries on school property  | <del>3</del>      | 2                     | 1                         | 0               |
| S.2/<br>CHC.1 | Health emergency response plans   | <del>3</del>      | 2                     | 1                         | 0               |
| CHC.2         | Identify and track students with chronic health conditions                                    | <del>3</del>      | 2                     | 1                         | 0               |
| CHC.3         | Care coordination for students with poorly controlled chronic health conditions               | <del>3</del>      | 2                     | 1                         | 0               |
| CHC.4         | Ensure immediate and reliable access to quick-relief medications for students, if appropriate | <del>3</del>      | 2                     | 1                         | 0               |
| CHC.5         | Offer disease-specific education to all students with identified chronic health conditions    | <del>3</del>      | 2                     | 1                         | 0               |
| N.1           | School food allergy management plan   | <del>3</del>      | 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 (42) by subtracting 3 for each question eliminated).

|  |   |  |  |
|--|---|--|--|
| 30   | 8 |  |  |
| <b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right. |   |  |  |
| 38   |   |  |  |
| <b>MODULE SCORE =</b><br>(Total Points / 42) X 100                             |   |  |  |
| 90 %   |   |  |  |



SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 6: School Counseling, Psychological, and Social Services**

**Score Card**  
(photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 6 Discussion Questions (pages 5-9), 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 6 Planning Questions located at the end of this module (pages 11-12).

|      |   | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|------|---|-------------------|-----------------------|---------------------------|-----------------|
| CC.1 | Counseling, psychological, and social services provided by a full-time counselor, social worker, and psychologist | 3                 | <del>2</del>          | 1                         | 0               |
| CC.2 | Health and safety promotion and treatment   | <del>3</del>      | 2                     | 1                         | 0               |
| CC.3 | Collaborate with other school staff members   | <del>3</del>      | 2                     | 1                         | 0               |
| CC.4 | Identify and track students with emotional, behavioral and mental health needs                                    | <del>3</del>      | 2                     | 1                         | 0               |
| CC.5 | Establish referral system   | <del>3</del>      | 2                     | 1                         | 0               |
| CC.6 | Aid students during transitions   | <del>3</del>      | 2                     | 1                         | 0               |
| S.1  | Identify and refer students involved in violence  | <del>3</del>      | 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 (21) by subtracting 3 for each question eliminated).

|  |   |  |     |
|--|---|--|-----|
| 18   | 2 |  |     |
| <b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right. |   |  | 20  |
| <b>MODULE SCORE =</b><br>(Total Points / 21) X 100                             |   |  | 95% |

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 7: Social and Emotional Climate**

**Score Card**  
(photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 7 Discussion Questions (pages 5-9), 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 7 Planning Questions located at the end of this module (pages 11-12).

|      |  | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|------|--|-------------------|-----------------------|---------------------------|-----------------|
| CC.1 | Positive school climate  | <del>3</del>      | 2                     | 1                         | 0               |
| CC.2 | Positive student relationships   | <del>3</del>      | 2                     | 1                         | 0               |
| CC.3 | Professional development on meeting diverse needs of students                          | <del>3</del>      | 2                     | 1                         | 0               |
| CC.4 | Collaboration to promote social and emotional learning                                 | <del>3</del>      | 2                     | 1                         | 0               |
| CC.5 | School-wide social and emotional learning  | <del>3</del>      | 2                     | 1                         | 0               |
| CC.6 | Community partnerships to promote social and emotional learning for students in school | <del>3</del>      | 2                     | 1                         | 0               |
| CC.7 | Prevent harassment and bullying  | <del>3</del>      | 2                     | 1                         | 0               |
| CC.8 | Active supervision   | <del>3</del>      | 2                     | 1                         | 0               |
| CC.9 | Engaging all students  | <del>3</del>      | 2                     | 1                         | 0               |
| S.1  | Prevent school violence  | <del>3</del>      | 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 (30) by subtracting 3 for each question eliminated).

|   |  |  |       |
|---|--|--|-------|
| 30  |  |  |       |
| TOTAL POINTS: Add the four sums above and enter the total to the right. |  |  | 30    |
| MODULE SCORE =<br>(Total Points / 30) X 100                             |  |  | 100 % |

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 8: Physical Environment**

**Score Card**  
(photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 8 Discussion Questions (pages 4-9), 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 11-12).

|      |   | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|------|---|-------------------|-----------------------|---------------------------|-----------------|
| S.1  | Safe physical environment   | <del>3</del>      | 2                     | 1                         | 0               |
| CC.1 | School environmental health program                                   | <del>3</del>      | 2                     | 1                         | 0               |
| CC.2 | Effective management of an environmental<br>health and safety program | <del>3</del>      | 2                     | 1                         | 0               |
| CC.3 | Professional development for school<br>environmental health           | <del>3</del>      | 2                     | 1                         | 0               |
| CC.4 | Student involvement in promoting<br>environmental health              | <del>3</del>      | 2                     | 1                         | 0               |
| CC.5 | Cleaning and maintenance practices                                    | <del>3</del>      | 2                     | 1                         | 0               |
| CC.6 | Implement indoor air quality practices                                | <del>3</del>      | 2                     | 1                         | 0               |
| CC.7 | Implement integrated pest management<br>practices                     | <del>3</del>      | 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 (24) by subtracting 3 for each question eliminated).

|  |  |  |       |
|--|--|--|-------|
| 24   |  |  |       |
| <b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right. |  |  | 24    |
| <b>MODULE SCORE =</b><br>(Total Points / 24) X 100                             |  |  | 100 % |

**Module 8: Physical Environment**  
**Discussion Questions**

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

## Module 9: Employee Wellness and Health Promotion

### Score Card (photocopy before using)

#### Instructions

- Carefully read and discuss the Module 9 Discussion Questions (pages 6-15), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 9 Planning Questions located at the end of this module (pages 17-18).

|          |   | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|----------|---|-------------------|-----------------------|---------------------------|-----------------|
| CC.1     | Health education for staff members  | 3                 | 2                     | <del>1</del>              | 0               |
| CC.2     | Health assessments for staff members  | 3                 | <del>2</del>          | 1                         | 0               |
| CC.3     | Promote staff member participation  | 3                 | 2                     | <del>1</del>              | 0               |
| CC.4     | Stress management programs for staff  | 3                 | <del>2</del>          | 1                         | 0               |
| CC.5     | Staff mental health promotion   | 3                 | <del>2</del>          | 1                         | 0               |
| CC.6     | Breastfeeding policy  | 3                 | <del>2</del>          | 1                         | 0               |
| S.1      | Training for staff members on conflict resolution   | <del>3</del>      | 2                     | 1                         | 0               |
| S.2      | Training for staff members on first aid and CPR   | <del>3</del>      | 2                     | 1                         | 0               |
| PA.1     | Programs for staff members on physical activity/fitness                                       | <del>3</del>      | 2                     | 1                         | 0               |
| N.1      | Programs for staff members on healthy eating/weight management                                | <del>3</del>      | 2                     | 1                         | 0               |
| N.2      | All foods served and sold to staff meet the USDA's Smart Snacks in School nutrition standards | 3                 | <del>2</del>          | 1                         | 0               |
| N.3/PA.2 | Modeling healthy eating and physical activity behaviors                                       | <del>3</del>      | 2                     | 1                         | 0               |
| T.1      | Programs for staff members on tobacco-use cessation   | <del>3</del>      | 2                     | 1                         | 0               |
| AOD.1    | Programs for staff members on alcohol and other drug use prevention and treatment             | <del>3</del>      | 2                     | 1                         | 0               |
| CHC.1    | Programs for staff members on chronic health conditions management                            | <del>3</del>      | 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 (45) by subtracting 3 for each question eliminated).

|  |    |   |      |
|--|----|---|------|
| 24   | 10 | 1 |      |
| <b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right. |    |   | 35   |
| <b>MODULE SCORE =</b><br>(Total Points / 45) X 100                             |    |   | 77 % |

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 10: Family Engagement**

**Score Card**  
(photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 10 Discussion Questions (pages 5-9), 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 10 Planning Questions located at the end of this module (pages 10-11). Be sure to keep your documentation from the small groups to support your recommendations.

|      |   | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|------|---|-------------------|-----------------------|---------------------------|-----------------|
| CC.1 | Communication with families   | <del>3</del>      | 2                     | 1                         | 0               |
| CC.2 | Parenting strategies  | <del>3</del>      | 2                     | 1                         | 0               |
| CC.3 | Family engagement in school decision making   | <del>3</del>      | 2                     | 1                         | 0               |
| CC.4 | Family volunteers   | <del>3</del>      | 2                     | 1                         | 0               |
| CC.5 | Family engagement in learning at home   | <del>3</del>      | 2                     | 1                         | 0               |
| CC.6 | Family access to school facilities  | <del>3</del>      | 2                     | 1                         | 0               |
| CC.7 | Professional development on family engagement strategies  | <del>3</del>      | 2                     | 1                         | 0               |
| CC.8 | Professional development to assist parents seeking services   | <del>3</del>      | 2                     | 1                         | 0               |
| CC.9 | School health updates for families  | <del>3</del>      | 2                     | 1                         | 0               |
| N.1  | Student and family involvement in the school meal programs and other foods and beverages sold, served and offered on school campus. | <del>3</del>      | 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 (30) by subtracting 3 for each question eliminated).

|  |  |  |      |
|--|--|--|------|
| 30   |  |  |      |
| <b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right. |  |  | 30   |
| <b>MODULE SCORE =</b><br>(Total Points / 30) X 100                             |  |  | 100% |

## Module 11: Community Involvement

### Score Card (photocopy before using)

#### Instructions

1. Carefully read and discuss the Module 11 Discussion Questions (pages 5-9), 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 11 Planning Questions located at the end of this module (pages 10-11). Be sure to keep your documentation from the small groups to support your recommendations.

|      |  | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|------|--|-------------------|-----------------------|---------------------------|-----------------|
| CC.1 | Community involvement in school decision making    | 3                 | <del>2</del>          | 1                         | 0               |
| CC.2 | Community volunteers                               | <del>3</del>      | 2                     | 1                         | 0               |
| CC.3 | Community involvement in school health initiatives | 3                 | <del>2</del>          | 1                         | 0               |
| CC.4 | Community-wide health promotion events             | 3                 | <del>2</del>          | 1                         | 0               |
| CC.5 | Out-of-school programs                             | <del>3</del>      | 2                     | 1                         | 0               |
| CC.6 | Community involvement in improving student health  | 3                 | <del>2</del>          | 1                         | 0               |
| CC.7 | Student involvement with community organizations   | <del>3</del>      | 2                     | 1                         | 0               |
| CC.8 | Partnerships with community healthcare providers   | 3                 | <del>2</del>          | 1                         | 0               |
| CC.9 | Agreement with community partners                  | <del>3</del>      | 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 (27) by subtracting 3 for each question eliminated).

|  |    |  |  |
|--|----|--|--|
| 12   | 10 |  |  |
| <b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right. |    |  |  |
| 22   |    |  |  |
| <b>MODULE SCORE =</b><br>(Total Points / 27) X 100                             |    |  |  |
| 81 %   |    |  |  |

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 5-36), 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 38-39).

|       |  | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|-------|--|-------------------|-----------------------|---------------------------|-----------------|
| CC.1  | Representative school health committee or team   | (3)               | 2                     | 1                         | 0               |
| CC.2  | Written school health and safety policies  | (3)               | 2                     | 1                         | 0               |
| CC.3  | Communicate health and safety policies to students, parents, staff members, and visitors   | (3)               | 2                     | 1                         | 0               |
| CC.4  | Overcome barriers to learning  | (3)               | 2                     | 1                         | 0               |
| CC.5  | Enrichment experiences   | (3)               | 2                     | 1                         | 0               |
| CC.6  | Local school wellness policy   | 3                 | (2)                   | 1                         | 0               |
| CC.7  | Standard precautions policy  | (3)               | 2                     | 1                         | 0               |
| CC.8  | Written crisis preparedness and response plan  | (3)               | 2                     | 1                         | 0               |
| S.1   | Staff development on unintentional injuries, violence, and suicide   | 3                 | (2)                   | 1                         | 0               |
| PA.1  | Maintain safe play environment   | (3)               | 2                     | 1                         | 0               |
| PA.2  | Recess   | (3)               | 2                     | 1                         | 0               |
| PA.3/ | Playgrounds meet safety standards  | (3)               | 2                     | 1                         | 0               |
| S.2   |  |                   |                       |                           |                 |
| PA.4  | Access to physical activity facilities outside school hours  | 3                 | (2)                   | 1                         | 0               |
| PA.5  | Prohibit using physical activity as punishment   | (3)               | 2                     | 1                         | 0               |
| PA.6  | Prohibit withholding recess as punishment  | (3)               | 2                     | 1                         | 0               |
| N.1   | Prohibit using food as reward or punishment  | (3)               | 2                     | 1                         | 0               |
| N.2   | Access to free drinking water throughout the school day  | (3)               | 2                     | 1                         | 0               |
| N.3   | Access to free drinking water throughout the extended school day   | (3)               | 2                     | 1                         | 0               |
| N.4   | Water testing  | (4)               | 2                     | 1                         | 0               |
| N.5   | All foods sold during the school day meet the USDA's Smart Snacks in School nutrition standards                                      | 3                 | (2)                   | 1                         | 0               |
| N.6   | All beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards                                  | 3                 | (2)                   | 1                         | 0               |
| N.7   | All foods and beverages served and offered during the school day meet the USDA's Smart Snacks in School nutrition standards          | 3                 | (2)                   | 1                         | 0               |
| N.8   | All foods and beverages sold during the extended school day meet the USDA's Smart Snacks in School nutrition standards               | 3                 | (2)                   | 1                         | 0               |
| N.9   | All foods and beverages served and offered during the extended school day meet the USDA's Smart Snacks in School nutrition standards | 3                 | (2)                   | 1                         | 0               |
| N.10  | Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in School nutrition standards                       | 3                 | (2)                   | 1                         | 0               |
| N.11  | Food and beverage marketing  | (3)               | 2                     | 1                         | 0               |
| N.12  | Handwashing practices  | (3)               | 2                     | 1                         | 0               |
| T.1   | Prohibit tobacco use among students  | (3)               | 2                     | 1                         | 0               |

## Module 2: Health Education

### Score Card (photocopy before using)

#### Instructions

- Carefully read and discuss the Module 2 Discussion Questions (pages 6-17), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 19-20).

|       |   | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|-------|---|-------------------|-----------------------|---------------------------|-----------------|
| CC.1  | Health education taught in all grades                               | 3                 | (2)                   | 1                         | 0               |
| CC.2  | Sequential health education curriculum consistent with standards    | (3)               | 2                     | 1                         | 0               |
| CC.3  | Active learning strategies  | (3)               | 2                     | 1                         | 0               |
| CC.4  | Opportunities to practice skills                                    | (3)               | 2                     | 1                         | 0               |
| CC.5  | Culturally appropriate activities and examples                      | (3)               | 2                     | 1                         | 0               |
| CC.6  | Assignments encourage student interaction with family and community | 3                 | (2)                   | 1                         | 0               |
| CC.7  | Professional development in health education                        | (3)               | 2                     | 1                         | 0               |
| CC.8  | Professional development in delivering curriculum                   | (3)               | 2                     | 1                         | 0               |
| CC.9  | Professional development in classroom management techniques         | (3)               | 2                     | 1                         | 0               |
| S.1   | Essential topics on preventing unintentional injuries and violence  | (3)               | 2                     | 1                         | 0               |
| PA.1  | Essential topics on physical activity                               | (3)               | 2                     | 1                         | 0               |
| N.1   | Essential topics on healthy eating                                  | (3)               | 2                     | 1                         | 0               |
| T.1   | Essential topics on preventing tobacco use                          | (3)               | 2                     | 1                         | 0               |
| AOD.1 | Essential topics on alcohol and other drug use                      | (3)               | 2                     | 1                         | 0               |
| CHC.1 | Essential topics on chronic health conditions awareness             | (3)               | 2                     | 1                         | 0               |
| SH.1  | Essential topics for preventing HIV, other STD and pregnancy        | (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).

|  |   |  |  |
|--|---|--|--|
| 42   | 4 |  |  |
| <b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right. |   |  |  |
| 46   |   |  |  |
| <b>MODULE SCORE =</b><br>(Total Points / 48) X 100                             |   |  |  |
| 95.8%  |   |  |  |



## Module 3: Physical Education and Physical Activity Programs

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

#### Instructions

1. Carefully read and discuss the Module 3 Discussion Questions (pages 6-17), 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 3 Planning Questions located at the end of this module (pages 18-19).

|                         |   | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|-------------------------|---|-------------------|-----------------------|---------------------------|-----------------|
| PA.1                    | 150 minutes of physical education per week                                  | 3                 | 2                     | 1                         | 0               |
| PA.2                    | Adequate teacher/student ratio  | 3                 | 2                     | 1                         | 0               |
| PA.3                    | Sequential physical education curriculum<br>consistent with standards       | 3                 | 2                     | 1                         | 0               |
| PA.4                    | Information and materials for physical<br>education teachers                | 3                 | 2                     | 1                         | 0               |
| PA.5                    | Students active at least 50% of class time                                  | 3                 | 2                     | 1                         | 0               |
| PA.6                    | Individualized physical activity and fitness<br>plans                       | 3                 | 2                     | 1                         | 0               |
| PA.7                    | Prohibit exemptions or waivers for physical<br>education                    | 3                 | 2                     | 1                         | 0               |
| PA.8                    | Substitutions for physical education  | 3                 | 2                     | 1                         | 0               |
| PA.9                    | Health-related fitness  | 3                 | 2                     | 1                         | 0               |
| PA.10                   | Promote community physical activities                                       | 3                 | 2                     | 1                         | 0               |
| PA.11                   | Licensed physical education teachers  | 3                 | 2                     | 1                         | 0               |
| PA.12/CH<br>C.1         | Address special health care needs   | 3                 | 2                     | 1                         | 0               |
| PA.13/<br>S.1/CHC.<br>2 | Physical education safety practices   | 3                 | 2                     | 1                         | 0               |
| PA.14/S.2               | Physical activity facilities meet safety<br>standards                       | 3                 | 2                     | 1                         | 0               |
| PA.15                   | Professional development for physical<br>education teachers                 | 3                 | 2                     | 1                         | 0               |
| PA.16                   | Professional development for classroom<br>teachers                          | 3                 | 2                     | 1                         | 0               |
| PA.17                   | Participation in intramural programs or<br>physical activity clubs          | 3                 | 2                     | 1                         | 0               |
| PA.18                   | Promotion or support of walking and<br>bicycling to and/or from school      | 3                 | 2                     | 1                         | 0               |
| PA.19                   | Availability of before- and after-school<br>physical activity opportunities | 3                 | 2                     | 1                         | 0               |
| PA.20                   | Availability of physical activity breaks in<br>classrooms                   | 2                 | 2                     | 1                         | 0               |
| PA.21                   | Adequate physical activity facilities                                       | 3                 | 2                     | 1                         | 0               |

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 4: Nutrition Environment and Services**

**Score Card**  
(photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 4 Discussion Questions (pages 5-12), 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 4 Planning Questions located at the end of this module (pages 14-15).

|              |   | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|--------------|---|-------------------|-----------------------|---------------------------|-----------------|
| N.1          | Breakfast and lunch programs  | (3)               | 2                     | 1                         | 0               |
| N.2          | School breakfast  | (3)               | 2                     | 1                         | 0               |
| N.3          | School lunch  | (3)               | 2                     | 1                         | 0               |
| N.4          | Variety of offerings in school meals  | (3)               | 2                     | 1                         | 0               |
| N.5          | Healthy food purchasing and preparation practices   | (3)               | 2                     | 1                         | 0               |
| N.6          | Venues outside the cafeteria offer fruits and vegetables                                      | (3)               | 2                     | 1                         | 0               |
| N.7          | Promote healthy food and beverage choices and school meals using Smarter Lunchroom techniques | (3)               | 2                     | 1                         | 0               |
| N.8          | Adequate time to eat school meals   | (3)               | 2                     | 1                         | 0               |
| N.9          | Collaboration between school nutrition services staff members and teachers                    | (3)               | 2                     | 1                         | 0               |
| N.10         | Annual continuing education and training requirements for school nutrition services staff     | (3)               | 2                     | 1                         | 0               |
| N.11/<br>S.1 | Clean, safe, pleasant cafeteria   | (3)               | 2                     | 1                         | 0               |
| N.12/S.2     | Food safety training  | (3)               | 2                     | 1                         | 0               |
| N.13/S.3     | Preparedness for food emergencies   | (3)               | 2                     | 1                         | 0               |
| N.14         | Farm to School activities.  | (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 (42) by subtracting 3 for each question eliminated).

|  |  |  |       |
|--|--|--|-------|
| 42   |  |  |       |
| <b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right. |  |  | 42    |
| <b>MODULE SCORE =</b><br>(Total Points / 42) X 100                             |  |  | 100 % |

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 5: School Health Services**

*Score Card*

**Instructions**

1. Carefully read and discuss the Module 5 Discussion Questions (pages 5-12), 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 13-14).

|               |   | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|---------------|---|-------------------|-----------------------|---------------------------|-----------------|
| CC.1          | Health services provided by a full-time school nurse  | 3                 | (2)                   | 1                         | 0               |
| CC.2          | School-based healthcare services  | 3                 | (2)                   | 1                         | 0               |
| CC.3          | Health and safety promotion for students and families   | 3                 | (2)                   | 1                         | 0               |
| CC.4          | Collaborate with other school staff members   | (3)               | 2                     | 1                         | 0               |
| CC.5          | Implement a referral system   | (3)               | 2                     | 1                         | 0               |
| CC.6          | Student health information, including insurance   | (3)               | 2                     | 1                         | 0               |
| CC.7          | Consulting school health physician  | 3                 | (2)                   | 1                         | 0               |
| S.1           | Assess extent of injuries on school property  | (3)               | 2                     | 1                         | 0               |
| S.2/<br>CHC.1 | Health emergency response plans   | (3)               | 2                     | 1                         | 0               |
| CHC.2         | Identify and track students with chronic health conditions                                    | (3)               | 2                     | 1                         | 0               |
| CHC.3         | Care coordination for students with poorly controlled chronic health conditions               | (3)               | 2                     | 1                         | 0               |
| CHC.4         | Ensure immediate and reliable access to quick-relief medications for students, if appropriate | (3)               | 2                     | 1                         | 0               |
| CHC.5         | Offer disease-specific education to all students with identified chronic health conditions    | (3)               | 2                     | 1                         | 0               |
| N.1           | School food allergy management plan   | (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 (42) by subtracting 3 for each question eliminated).

|  |   |  |  |
|--|---|--|--|
| 30   | 8 |  |  |
| <b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right. |   |  |  |
| 38   |   |  |  |
| <b>MODULE SCORE =</b><br>(Total Points / 42) X 100                             |   |  |  |
| 90.4%  |   |  |  |

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**Module 6: School Counseling, Psychological, and Social Services**

**Score Card**  
(photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 6 Discussion Questions (pages 5-9), 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 6 Planning Questions located at the end of this module (pages 11-12).

|      |   | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|------|---|-------------------|-----------------------|---------------------------|-----------------|
| CC.1 | Counseling, psychological, and social services provided by a full-time counselor, social worker, and psychologist | 3                 | 2                     | 1                         | 0               |
| CC.2 | Health and safety promotion and treatment   | 3                 | 2                     | 1                         | 0               |
| CC.3 | Collaborate with other school staff members   | 3                 | 2                     | 1                         | 0               |
| CC.4 | Identify and track students with emotional, behavioral and mental health needs                                    | 3                 | 2                     | 1                         | 0               |
| CC.5 | Establish referral system   | 3                 | 2                     | 1                         | 0               |
| CC.6 | Aid students during transitions   | 3                 | 2                     | 1                         | 0               |
| S.1  | Identify and refer students involved in violence  | 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 (21) by subtracting 3 for each question eliminated).

|  |   |  |  |
|--|---|--|--|
| 18   | 2 |  |  |
| <b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right. |   |  |  |
| 20   |   |  |  |
| <b>MODULE SCORE =</b><br>(Total Points / 21) X 100                             |   |  |  |
| 95.2%  |   |  |  |

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 7: Social and Emotional Climate**

**Score Card**  
(photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 7 Discussion Questions (pages 5-9), 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 7 Planning Questions located at the end of this module (pages 11-12).

|      |   | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|------|---|-------------------|-----------------------|---------------------------|-----------------|
| CC.1 | Positive school climate   | 3                 | 2                     | 1                         | 0               |
| CC.2 | Positive student relationships  | 3                 | 2                     | 1                         | 0               |
| CC.3 | Professional development on meeting diverse<br>needs of students                          | 3                 | 2                     | 1                         | 0               |
| CC.4 | Collaboration to promote social and emotional<br>learning                                 | 3                 | 2                     | 1                         | 0               |
| CC.5 | School-wide social and emotional learning   | 3                 | 2                     | 1                         | 0               |
| CC.6 | Community partnerships to promote social and<br>emotional learning for students in school | 3                 | 2                     | 1                         | 0               |
| CC.7 | Prevent harassment and bullying   | 3                 | 2                     | 1                         | 0               |
| CC.8 | Active supervision  | 3                 | 2                     | 1                         | 0               |
| CC.9 | Engaging all students   | 3                 | 2                     | 1                         | 0               |
| S.1  | Prevent school violence   | 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 (30) by subtracting 3 for each question eliminated).

|  |  |  |       |
|--|--|--|-------|
| 30   |  |  |       |
| <b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right. |  |  | 30    |
| <b>MODULE SCORE =</b><br>(Total Points / 30) X 100                             |  |  | 100 % |

## Module 8: Physical Environment

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

#### Instructions

1. Carefully read and discuss the Module 8 Discussion Questions (pages 4-9), 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 11-12).

|      |   | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|------|---|-------------------|-----------------------|---------------------------|-----------------|
| S.1  | Safe physical environment   | 3                 | 2                     | 1                         | 0               |
| CC.1 | School environmental health program                                   | 3                 | 2                     | 1                         | 0               |
| CC.2 | Effective management of an environmental<br>health and safety program | 3                 | 2                     | 1                         | 0               |
| CC.3 | Professional development for school<br>environmental health           | 3                 | 2                     | 1                         | 0               |
| CC.4 | Student involvement in promoting<br>environmental health              | 3                 | 2                     | 1                         | 0               |
| CC.5 | Cleaning and maintenance practices                                    | 3                 | 2                     | 1                         | 0               |
| CC.6 | Implement indoor air quality practices                                | 3                 | 2                     | 1                         | 0               |
| CC.7 | Implement integrated pest management<br>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 (24) by subtracting 3 for each question eliminated).

|  |  |  |      |
|--|--|--|------|
| 24   |  |  |      |
| <b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right. |  |  | 24   |
| <b>MODULE SCORE =</b><br>(Total Points / 24) X 100                             |  |  | 100% |

## Module 8: Physical Environment Discussion Questions

## Module 9: Employee Wellness and Health Promotion

## Instructions

- |          |   | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|----------|---|-------------------|-----------------------|---------------------------|-----------------|
| CC.1     | Health education for staff members  | 3                 | 2                     | 1                         | 0               |
| CC.2     | Health assessments for staff members  | 3                 | 2                     | 1                         | 0               |
| CC.3     | Promote staff member participation  | 3                 | 2                     | 1                         | 0               |
| CC.4     | Stress management programs for staff  | 3                 | 2                     | 1                         | 0               |
| CC.5     | Staff mental health promotion   | 3                 | 2                     | 1                         | 0               |
| CC.6     | Breastfeeding policy  | 3                 | 2                     | 1                         | 0               |
| S.1      | Training for staff members on conflict resolution   | 3                 | 2                     | 1                         | 0               |
| S.2      | Training for staff members on first aid and CPR   | 3                 | 2                     | 1                         | 0               |
| PA.1     | Programs for staff members on physical activity/fitness                                       | 3                 | 2                     | 1                         | 0               |
| N.1      | Programs for staff members on healthy eating/weight management                                | 3                 | 2                     | 1                         | 0               |
| N.2      | All foods served and sold to staff meet the USDA's Smart Snacks in School nutrition standards | 3                 | 2                     | 1                         | 0               |
| N.3/PA.2 | Modeling healthy eating and physical activity behaviors                                       | 3                 | 2                     | 1                         | 0               |
| T.1      | Programs for staff members on tobacco-use cessation   | 3                 | 2                     | 1                         | 0               |
| AOD.1    | Programs for staff members on alcohol and other drug use prevention and treatment             | 3                 | 2                     | 1                         | 0               |
| CHC.1    | Programs for staff members on chronic health conditions management                            | 3                 | 2                     | 1                         | 0               |

|  |   |   |       |
|--|---|---|-------|
| 27   | 8 | 2 |       |
| <b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right. |   |   | 37    |
| <b>MODULE SCORE =</b><br>(Total Points / 45) X 100                             |   |   | 82.2% |

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 10: Family Engagement**

**Score Card**  
(photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 10 Discussion Questions (pages 5-9), 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 10 Planning Questions located at the end of this module (pages 10-11). Be sure to keep your documentation from the small groups to support your recommendations.

|      |   | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|------|---|-------------------|-----------------------|---------------------------|-----------------|
| CC.1 | Communication with families   | 3                 | 2                     | 1                         | 0               |
| CC.2 | Parenting strategies  | 3                 | 2                     | 1                         | 0               |
| CC.3 | Family engagement in school decision making   | 3                 | 2                     | 1                         | 0               |
| CC.4 | Family volunteers   | 3                 | 2                     | 1                         | 0               |
| CC.5 | Family engagement in learning at home   | 3                 | 2                     | 1                         | 0               |
| CC.6 | Family access to school facilities  | 3                 | 2                     | 1                         | 0               |
| CC.7 | Professional development on family engagement strategies  | 3                 | 2                     | 1                         | 0               |
| CC.8 | Professional development to assist parents seeking services   | 3                 | 2                     | 1                         | 0               |
| CC.9 | School health updates for families  | 3                 | 2                     | 1                         | 0               |
| N.1  | Student and family involvement in the school meal programs and other foods and beverages sold, served and offered on school campus. | 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 (30) by subtracting 3 for each question eliminated).

|  |  |  |      |
|--|--|--|------|
| 30   |  |  |      |
| <b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right. |  |  | 30   |
| <b>MODULE SCORE =</b><br>(Total Points / 30) X 100                             |  |  | 100% |



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**Module 11: Community Involvement**

**Score Card**  
(photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 11 Discussion Questions (pages 5-9), 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 11 Planning Questions located at the end of this module (pages 10-11). Be sure to keep your documentation from the small groups to support your recommendations.

|      |  | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|------|--|-------------------|-----------------------|---------------------------|-----------------|
| CC.1 | Community involvement in school decision making    | 3                 | 2                     | 1                         | 0               |
| CC.2 | Community volunteers                               | 3                 | 2                     | 1                         | 0               |
| CC.3 | Community involvement in school health initiatives | 3                 | 2                     | 1                         | 0               |
| CC.4 | Community-wide health promotion events             | 3                 | 2                     | 1                         | 0               |
| CC.5 | Out-of-school programs                             | 3                 | 2                     | 1                         | 0               |
| CC.6 | Community involvement in improving student health  | 3                 | 2                     | 1                         | 0               |
| CC.7 | Student involvement with community organizations   | 3                 | 2                     | 1                         | 0               |
| CC.8 | Partnerships with community healthcare providers   | 3                 | 2                     | 1                         | 0               |
| CC.9 | Agreement with community partners                  | 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 (27) by subtracting 3 for each question eliminated).

|  |    |  |  |
|--|----|--|--|
| 9  | 12 |  |  |
| <b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right. |    |  |  |
| 21   |    |  |  |
| <b>MODULE SCORE =</b><br>(Total Points / 27) X 100                             |    |  |  |
| 77.7%  |    |  |  |