Module 1: School Health and Safety Policies and Environment

SELECTED ITEMS

Score Card

Instructions
1. Carefully read and discuss the Module 1 Discussion Questions, 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.

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Representative school health committee or team	3	2	1	0
CC.4	Positive school climate	3	2	1	0
S.1	Safe physical environment	3	2	1	0
S.3	Staff development on unintentional injuries, violence, and suicide	3	2	1	0
PA.3	Adequate physical activity facilities	3	2	1	0
N.4	Access to free drinking water	3	2	1	0
T.2	Prohibit tobacco use among school staff members and visitors	3	2	1	0
A.1	Written policies for carry and self-administration of quick-relief medications	3	2	1	0
SH.1	Non-discrimination on the basis of HIV infection policy	3	2	1	0
SH.2	Confidentiality of HIV status	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).

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

MODULE SCORE =
(Total Points / 30) X 100   %

SELECTED ITEMS

Discussion Questions

CC.1 Representative school health committee or team

Does your school have a **representative** committee or team that meets at least four times a year and oversees school health and safety **policies** and programs?

3 = Yes.
2 = There is a committee or team that does this, **but** it could be more representative.
1 = There is a committee or team, but it is **not** representative, **or** it meets less often than four times a year.
0 = No.

CC.4 Positive School Climate

Does your school foster a **positive psychosocial school climate** using all of the following practices?
✓ Communicate clear expectations for learning and behavior to students, and share those expectations with families to encourage them to reinforce them at home
✓ Foster pro-social behavior by engaging students in activities such as peer tutoring, classroom chores, service learning, and teacher assistance
✓ Foster an appreciation of student and family diversity and respect for all families' cultural beliefs and practices
✓ Hold school-wide activities that give students opportunities to learn about diverse cultures and experiences
✓ Use instructional materials that reflect the diversity of your student body
✓ Challenge **staff members** to greet each student by name
✓ Expect staff members to encourage students to ask for help when needed
✓ Expect staff members to take timely action to solve problems reported by students or parents
✓ Expect staff members to praise positive student behavior to students and their parents

3 = Yes, our school fosters a positive psychosocial school climate by using **all** of these practices.
2 = Our school fosters a positive psychosocial school climate by using **most** of these practices.
1 = Our school fosters a positive psychosocial school climate by using **some** of these practices.
0 = Our school does **not** foster a positive psychosocial school climate by using these practices.

S.1   Safe physical environment

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

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

3 = Yes, **all** of these practices are followed.
2 = All the safety practices are followed, **but** at times the school has temporary lapses in one of them.
1 = One of the safety practices is **not** followed, **or** at times the school has temporary lapses in more than one of them.
0 = More than one of the safety practices are **not** followed.

S.3   Staff development on unintentional injuries, violence, and suicide

Have all **staff members** received **professional development** on preventing unintentional injuries, violence, and suicide in the past 2 years?

3 = Yes, **all** have.
2 = **Most** have.
1 = **Some** have.
0 = **None** have.

PA.3   Adequate physical activity facilities

Are your physical activity facilities adequate in all of the following ways?
- ✓ Both indoor and outdoor spaces can be used by **physical education** classes, **intramural programs or physical activity clubs**, and **interscholastic sports** programs
- ✓ Indoor facilities exist so that physical education classes do not have to be canceled due to weather extremes (e.g., rain or temperatures extremes)
- ✓ In physical education classes, all students can be physically active without overcrowding or safety risks
- ✓ Facilities are accessible for persons with disabilities
- ✓ For physical activity clubs and interscholastic sports, all interested students can sign up and participate without overcrowding or safety risks

3 = Yes, in all **five** of these ways.
2 = In **four** of these ways.
1 = In **three** of these ways.
0 = In **two or fewer** of these ways.

N.4 Access to free drinking water

Does your school make safe, unflavored, drinking water available throughout the school day at no cost to students?

3 = Yes, students can access water fountains or water filling stations throughout the school day, **and** they are allowed to bring filled containers to class.
2 = Students can access water fountains or water filling stations throughout the school day, but they are **not** allowed to bring filled containers to class.
1 = Students have **limited** access to water fountains or water filling stations throughout the school day.
0 = No, students do **not** have access to free, safe, unflavored, drinking water.

T.2   Prohibit tobacco use among school staff members and visitors

Does your school prohibit the **use of tobacco** by **staff members** and visitors, 24 hours a day, 7 days a week in the following locations?
- ✓ In all school buildings (including during extracurricular events)
- ✓ On all school grounds (including during extracurricular events)
- ✓ At all school-sponsored events off school grounds
- ✓ In all school vehicles

3 = Yes, in all locations.
2 = Tobacco use by staff members and visitors is prohibited in all school buildings and on all school grounds, but is allowed **either** at school-sponsored events off school grounds **or** in school vehicles.
1 = Tobacco use by staff members and visitors is prohibited only in school buildings, but is allowed on school grounds **or** tobacco use is allowed at **both** school-sponsored events off school grounds **and** in school vehicles.
0 = Tobacco use by staff members and visitors is allowed in school buildings **or** tobacco use is allowed on school grounds, at school-sponsored events off school grounds, **and** in school vehicles.

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

Does your school or district have written **policies** that permit students to carry and self-administer prescribed quick-relief medications for asthma that include all of the following?
- ✓ Approval from authorized prescriber (e.g., MD, DO, PNP, etc.)
- ✓ Approval from parent/guardian
- ✓ Approval from school nurse
- ✓ Request for back-up medication to be kept in the school health office
- ✓ Student contract with clear rules and consequences for violations
- ✓ Immediate notification of parent/guardian if permission is withdrawn
- ✓ Annual parental notification about policy

3 = Yes, our school has written policies that include **all** of these components.
2 = Our school has written policies that include **most** of these components.
1 = Our school has written policies that include **only a few** of these components.
0 = No, our school does **not** have written policies, **or** the policies do not include any of these components.

SH.1 Non-discrimination on the basis of HIV infection policy

Does your school implement a non-discrimination policy, within the context of federal, state, or local requirements, that protects HIV infected students and **staff members** and includes all of the following components?
- ✓ Children with HIV/AIDS can attend school in regular classrooms without restrictions by reason of HIV alone
- ✓ Known HIV positive students are allowed to fully participate in **physical education**, **recess**, competitive sports, extracurricular school-sponsored activities, and other physical activity programs
- ✓ **Harassment** or **bullying** of HIV infected students and staff members is not tolerated
- ✓ Reasonable accommodation is made for necessary school absences (e.g., medically-necessary absences are excused, re-enrollment procedures are straightforward and not time-consuming)
- ✓ Procedural safeguards are in place for **corrective action** when discrimination is alleged to have occurred (e.g., an impartial hearing with an opportunity for participation by the parents or guardians and representation by counsel, a review procedure)

3 = Yes, our school implements a non-discrimination policy that includes all **five** of these components.
2 = Our school implements a non-discrimination policy that includes **four** of these components.
1 = Our school implements a non-discrimination policy that includes **one to three** of these components.
0 = Our school's non-discrimination policy does **not** include any of these components, **or** we do not have such a non-discrimination policy.

SH.2 Confidentiality of HIV status

Does your school implement a confidentiality of HIV status policy, within the context of federal, state, or local requirements that includes all of the following components?
- ✓ Students or **staff members** are not required to disclose HIV status to anyone
- ✓ HIV antibody testing is not required for any purpose
- ✓ HIV status will not be divulged without court order or informed, written, signed, and dated consent of the person with HIV infection (or parent/guardian of legal minor) in compliance with federal, state or local requirements
- ✓ Health records, notes, and other documents that reference HIV status will be kept under lock and key
- ✓ Access to confidential records is limited to those named in written permission from the person (or parent/guardian) and to emergency medical personnel
- ✓ Information regarding HIV status will not be added to student's permanent educational or health record without written consent from the student (or parent/guardian of legal minor)
- ✓ Procedural safeguards for **corrective action** for policy violation

3 = Yes, our school implements a confidentiality of HIV status policy that includes all **seven** of these components.
2 = Our school implements a confidentiality of HIV status policy that includes **six** of these components.

1 = Our school implements a confidentiality of HIV status policy that includes **one to five** of these components.
0 = Our school's confidentiality of HIV status policy does **not** include any of these components, **or** we do not have a confidentiality of HIV status policy.

SELECTED ITEMS

Glossary

Bullying is when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. Bullying can occur in person or through technology. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way. Anyone can be bullied but those who are perceived as different are more frequently bullied. Some ways in which people are diverse or different include sexual orientation, gender identity, race, color, national origin, sex, religion, appearance, or disability.

Corrective actions are steps that are taken to remove the causes of an existing nonconformity with policy requirements or to make quality improvements. Corrective actions address actual problems. In general, the corrective action process can be thought of as a problem solving process. Examples of a corrective action may include training or professional development.

Harassment is defined under federal civil rights law as conduct based on race, color, national origin, sex, or disability that is so severe, pervasive, or persistent that it creates a hostile environment that interferes or limits a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school. Some state and school district bullying policies go beyond prohibiting bullying on the basis of traits expressly protected by the federal civil rights laws to include sexual orientation, gender identity, and religion. Unlike bullying, harassment does not have to include intent to harm, be directed at a specific person, or involve repeated incidents.

Interscholastic sports refer to sports that a school sponsors and are competitive in nature. Examples include:
- baseball
- basketball
- cheerleading or competitive spirits
- cross-country
- fast pitch or slow pitch softball
- field hockey
- football
- golf
- gymnastics
- ice hockey
- lacrosse
- soccer
- swimming or diving
- tennis
- track and field
- volleyball

Intramural programs or physical activity clubs are voluntary in nature (i.e., students have a choice of activities or participation), provide every student an equal opportunity to participate

regardless of physical ability, and provide students the opportunity to be involved in planning, organizing, and administering the programs. Examples of intramural activities or physical activity clubs are: open gym days, hiking or walking clubs, dance activities, and tennis clubs.

Physical education means structured physical education classes or lessons, not physical activity breaks or recess and not substitution of participation in a sport team, ROTC, marching band, etc., for physical education course credit. Physical education is a planned, sequential, K-12 curriculum that provides cognitive content and learning experiences in a variety of activity areas, such as basic movement skills; physical fitness; rhythm and dance; games; team, dual, and individual sports; tumbling and gymnastics; and aquatics. Through a variety of planned physical activities, quality physical education should promote each student's optimum physical, mental, emotional, and social development, including sports that all students enjoy and can pursue throughout their lives. Physical education is provided by qualified trained teachers.

Policies are usually developed at the school district or state level and implemented at the school level. They include legal codes, rules, standards, administrative orders, guidelines, mandates, resolutions, or protocols.

Positive psychosocial school climate is characterized by caring and supportive interpersonal relationships, opportunities to participate in school activities and decision-making, and shared positive norms, goals, and values.

Professional development is the systematic process used to strengthen the professional knowledge, skills, and attitudes of those who serve youth to improve the health, education and well-being of youth. It is consciously designed to actively engage learners and includes the planning, design, marketing, delivery, evaluation, and follow-up of professional development offerings (events, information sessions, and technical assistance).

Representative means that it includes school administrators, health education teachers, physical education teachers, mental health or social services staff members, nutrition services staff members, health services staff members, maintenance and transportation staff members, students, parents, community members, local health departments or organizations, faith-based organizations, businesses, and local government representatives.

Recess is an opportunity for unstructured physical activity.

Staff members include administrators and clerical workers, classroom teachers, instructional assistants, physical education teachers, health education teachers, aides, nutrition services staff, school nurses, health assistants, counseling/psychological/social services providers, recess supervisors, athletic coaches, facility and maintenance staff, bus drivers, security personnel, volunteers, and before- and after-school staff.

Use of tobacco means all forms both combustible and non-combustible: cigarettes, cigars, cigarillos, chewing tobacco and snuff, bidis, clove cigarettes, etc.

Module 1: School Health and Safety Policies and Environment

Planning Questions

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

Planning Question 1
Look back at the scores you assigned to each question. According to these scores, what are the **strengths** and the **weaknesses** of your school's policies and environment related to students' health and safety?

Planning Question 2
For each of the weaknesses identified above, list several recommended actions to improve the school's scores (e.g., create and maintain a school health committee).

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

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

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