

# 2017 ELEMENTARY SCHOOL



# SHI SCHOOL HEALTH INDEX

A Self-Assessment and Planning Guide



**U.S. Department of  
Health and Human Services**  
Centers for Disease  
Control and Prevention



# *School Health Index*

A Self-Assessment and Planning Guide

Elementary School  
2017

## Contents

*Introduction*

*Instructions for Site Coordinator*

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

*Module 2: Health Education*

*Module 3: Physical Education and Physical Activity Programs*

*Module 4: Nutrition Environment and Services*

*Module 5: School Health Services*

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

*Module 7: Social and Emotional Climate*

*Module 8: Physical Environment*

*Module 9: Employee Wellness and Health Promotion*

*Module 10: Family Engagement*

*Module 11: Community Involvement*

*Planning for Improvement*

*Resources*

*Glossary*

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***Download in print or complete on CDC's website:*** <http://www.cdc.gov/HealthySchools/SHI/>

Use of trade names and commercial sources is for identification only and does not imply endorsement by the Public Health Service or the U.S. Department of Health and Human Services.

The original and revised School Health Index (SHI) was developed by the Centers for Disease Control and Prevention (CDC), with contributions from the National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention, Division of Adolescent and School Health, National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health (DPH), DPH School Health Branch, Division of Nutrition, Physical Activity and Obesity, Division of Population Health, and Office on Smoking and Health; and the National Center for Injury Prevention and Control, Division of Unintentional Injury Prevention, and Division of Violence Prevention. It was also supported by conceptual, technical, and editorial assistance from practitioners and professionals from the fields of health and education. Funding for the

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

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**Sample Completed Score Card**

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

**Instructions**

1. Carefully read and discuss the Module 1 Discussion Questions (pages 5-34), 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 36-37).

		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.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
PA.1	Maintain safe play environment	3	2	1	0
PA.2	Recess			1	
PA.3	Playgrounds meet safety standards	3	2	1	0
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	3	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	All foods sold during the school day meet the USDA’s Smart Snacks in School nutrition standards	3	2	1	0
N.4	All beverages sold during the school day meet the USDA’s Smart Snacks in School nutrition	3	2	1	0
N.5	All foods and beverages served and offered during the school day meet USDA’s Smart Snacks in School nutrition standards	3	2	1	0
N.6	All foods and beverages sold during the extended school day meet USDA’s Smart Snacks in School nutrition standards	3	2	1	0
<b>COLUMN TOTALS:</b> For each column, add up the numbers that are circled and enter the sum in this row.		<b>18</b>	<b>12</b>	<b>7</b>	<b>0</b>
(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (60) by subtracting 3 for each question eliminated).		<b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right.			<b>37</b>
<b>NOTE!</b> For simplicity, this example shows only Cross-Cutting, Physical Activity, and Nutrition Items. The denominator has been adjusted accordingly.		<b>MODULE SCORE</b> = (Total Points / 60) X 100			<b>62%</b>

*Sample Completed Planning Questions*  
**Module 1: School Policies and Environment**

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?

**Strengths**

- Excellent communication of policies with parents, visitors, and staff.
- Offer a wide variety of enrichment experiences.
- Students are actively supervised.
- Have a strong standard precautions policy.
- Do not use physical activity as punishment.
- Free drinking water is widely available and students can bring bottles to class.
- Students are given enough time to wash their hands before eating.

**Weaknesses**

- Do not have a committee to oversee our health programs (CC.1).
- Local wellness policy has not been implemented at the school level (CC.6).
- Could make more enrichment experiences available to students (CC.5)
- Recess is not provided every day (PA.2).
- Some teachers still use candy as rewards (N.1).
- Some food available during the school day does not meet school nutrition standards (N.4).

**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).

1. Form a school health committee.
2. Have the school health committee review the district local wellness policy.
3. Conduct staff development or hire new staff to provide enrichment experiences for students.
4. Make sure all teachers are providing daily, 20 minute recess.
5. Give teachers ideas about non-food rewards.
6. Work with the nutrition services staff to make sure all foods meet school nutrition standards.



**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

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SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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

*Instructions for Module Coordinator*

Habits and practices related to health and safety are influenced by the entire school environment. The Whole School, Whole Community, Whole Child (WSCC) model emphasizes a school-wide approach to student health. The expanded model incorporates the components of coordinated school health and the tenets of the whole child approach, focusing its attention on the youth in order to support a collaborative approach to learning and health.



Module 1 focuses on school health and safety policies. It identifies the most important health and safety practices and policies schools should strive to implement to ensure that students, staff, and others at school are not exposed to risks to their health and safety. By providing a learning environment that ensures each student is emotionally and physically healthy, safe, actively engaged, supported, and challenged, the WSCC model presents a framework for school systems to evaluate, streamline, implement, and sustain policies, processes, and practices.

*Instructions for completing the module*

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

- |                                   |  |
|-----------------------------------|--|
| Principal                         | Parent(s)  |
| Assistant principal               | Student(s)   |
| School nutrition services manager | School nurse or health care provider                     |
| Physical education teacher(s)     | Community health agency representative(s)                |
| Health education teacher(s)       | (e.g., American Cancer Society, local health department) |
| School security personnel         | School social worker                                     |
| School psychologist               | School-based after-school program provider               |
| Other teacher(s)                  |  |

2. Make a photocopy of the module Discussion Questions (pages 5-34) for each Module 1 team member. Make at least one photocopy of the module Score Card (pages 3-4) and the module Planning Questions (pages 37-38).

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

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

Please note that some words are in **bold font and underlined** throughout the SHI, which indicates that the term and definition are included in the SHI Glossary.

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

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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

**Instructions**

1. Carefully read and discuss the Module 1 Discussion Questions (pages 5-34), 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 36-37).

		<b>Fully in Place</b>	<b>Partially in Place</b>	<b>Under Develop- ment</b>	<b>Not in Place</b>
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/ S.2	Playgrounds meet safety standards	3	2	1	0
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	3	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

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

T.2	Prohibit tobacco use among school staff members and visitors	3	2	1	0
AOD .1	Prohibit alcohol and other drug use among all students, school staff members, and visitors	3	2	1	0
AOD.2 /T.3	Enforce alcohol, tobacco, and other drug use policies	3	2	1	0
AOD.3 /T.4	Prohibit alcohol and tobacco advertising	3	2	1	0
CHC. 1	Written policies for carry and self-administration of quick-relief medications	3	2	1	0
CHC. 2	Professional development on chronic health conditions	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
SH.3	Professional development for all staff members on HIV policies or laws	3	2	1	0
SH.4	Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention	3	2	1	0

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

<b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right.			
<b>MODULE SCORE =</b> (Total Points / 111) X 100			
			%

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (111) by subtracting 3 for each question eliminated).

## **Module 3: Physical Education and Physical Activity Programs** *Instructions for Module Coordinator*

Habits and practices related to health and safety are influenced by the entire school environment. The Whole School, Whole Community, Whole Child (WSCC) model emphasizes a school-wide approach to student health. The expanded model incorporates the components of coordinated school health and the tenets of the whole child approach, focusing its attention on the youth in order to support a collaborative approach to learning and health.



Module 3 focuses on physical education and physical activity programs. A comprehensive school physical activity program (CSPAP) provides a national framework for school-based physical education and physical activity. A well-designed physical education program provides the opportunity for students to learn key concepts and practice critical skills needed to establish and maintain physically active lifestyles throughout childhood, adolescence and into adulthood. By providing a learning environment that ensures each student is emotionally and physically healthy, safe, actively engaged, supported, and challenged, the WSCC model presents a framework for school systems to evaluate, streamline, implement, and sustain policies, processes, and practices.

\*Note: For more information on the components of a CSPAP, please visit:

<https://www.cdc.gov/healthyschools/physicalactivity/cspap.htm>

### ***Instructions for completing the module***

1. Work with the site coordinator to organize a team to complete the module's documents. Below are some suggested members of the Module 3 team.

Physical education teacher  
Teacher(s)  
Athletic coach(es)  
School nurse  
Principal

Assistant principal  
Parent(s)  
Student(s)  
Community member(s)

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

2. Make a photocopy of the module Discussion Questions (pages 6-17) for each Module 3 team member. Make at least one photocopy of the module Score Card (pages 3-4) and the module Planning Questions (pages 18-19).
3. Give each Module 3 team member a copy of the Module 3 Discussion Questions. Use the copies of the module Score Card and the Planning Questions to record the team's work. Put the originals of these documents away in case you need to make more photocopies.
4. At a Module 3 team meeting:
  - Discuss each of the Module 3 Discussion Questions and its scoring choices.
  - Decide how to collect any information you need to answer each question accurately.
  - After you have all the information you need, arrive at a consensus score for each question. Answer each question as accurately as possible. The School Health Index is **your** self-assessment tool for identifying strengths and weaknesses and for planning improvements; it should not be used for evaluating staff.
  - Record the scores (0-3) for each question on the module Score Card and calculate the overall Module Score.
  - Use the scores written on the module Score Card to complete the Planning Questions at the end of the module.
  - Use the results from the third Planning Question to identify the one, two, or three highest priority actions that you will recommend to the School Health Index team for implementation this year.
  - Use the answers to the Planning Questions to decide how you will present your results and recommendations at the follow-up School Health Index team meeting.

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

## 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).

		<b>Fully in Place</b>	<b>Partially in Place</b>	<b>Under Develop- ment</b>	<b>Not in Place</b>
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 consistent with standards	3	2	1	0
PA.4	Information and materials for physical 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 plans	3	2	1	0
PA.7	Prohibit exemptions or waivers for physical 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 C.1	Address special health care needs	3	2	1	0
PA.13/ S.1/CHC. 2	Physical education safety practices	3	2	1	0
PA.14/S.2	Physical activity facilities meet safety standards	3	2	1	0
PA.15	Professional development for physical education teachers	3	2	1	0
PA.16	Professional development for classroom teachers	3	2	1	0
PA.17	Participation in intramural programs or physical activity clubs	3	2	1	0
PA.18	Promotion or support of walking and bicycling to and/or from school	3	2	1	0
PA.19	Availability of before- and after-school physical activity opportunities	3	2	1	0
PA.20	Availability of physical activity breaks in classrooms	3	2	1	0
PA.21	Adequate physical activity facilities	3	2	1	0

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

**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 (63) 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 / 63) X 100



## Module 4: Nutrition Environment and Services

### *Instructions for Module Coordinator*

Habits and practices related to health and safety are influenced by the entire school environment. The Whole School, Whole Community, Whole Child (WSCC) model emphasizes a school-wide approach to student health. The expanded model incorporates the components of coordinated school health and the tenets of the whole child approach, focusing its attention on the youth in order to support a collaborative approach to learning and health.



Module 4 focuses on nutrition environment and services. The school nutrition environment provides students with opportunities to learn about and practice healthy eating through available foods and beverages, nutrition education, and messages about food in the cafeteria and throughout the school campus. By providing a learning environment that ensures each student is emotionally and physically healthy, safe, actively engaged, supported, and challenged, the WSCC model presents a framework for school systems to evaluate, streamline, implement, and sustain policies, processes, and practices.

### *Instructions for completing the module*

1. Work with the site coordinator to organize a team to complete the module's documents. Below are some suggested members of the Module 4 team.

School nutrition services manager	Special education team leader
School nutrition services staff member(s)	Parent(s)
School nurse	Student(s)
Health educator(s)	Principal
Administrative office assistant	Assistant principal
Teacher(s)	

2. Make a photocopy of the module Discussion Questions (pages 5-12) for each Module 4 team member. Make at least one photocopy of the module Score Card (page 3) and the module Planning Questions (pages 14-15).

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

3. Give each Module 4 team member a copy of the Module 4 Discussion Questions. Use the copies of the module Score Card and the Planning Questions to record the team’s work. Put the originals of these documents away in case you need to make more photocopies.
  
4. At a Module 4 team meeting:
  - Discuss each of the Module 4 Discussion Questions and its scoring choices.
  - Decide how to collect any information you need to answer each question accurately.
  - After you have all the information you need, arrive at a consensus score for each question. Answer each question as accurately as possible. The School Health Index is **your** self-assessment tool for identifying strengths and weaknesses and for planning improvements; it should not be used for evaluating staff.
  - Record the scores (0-3) for each question on the module Score Card and calculate the overall Module Score.
  - Use the scores written on the module Score Card to complete the Planning Questions at the end of the module.
  - Use the results from the third Planning Question to identify the one, two, or three highest priority actions that you will recommend to the School Health Index team for implementation this year.
  - Use the answers to the Planning Questions to decide how you will present your results and recommendations at the follow-up School Health Index team meeting.

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SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 4: Nutrition Environment and Services**

**Score Card**  
(photocopy before using)

**Instructions**

- 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.
- Circle the most appropriate score for each item.
- 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).

		<b>Fully in Place</b>	<b>Partially in Place</b>	<b>Under Develop- ment</b>	<b>Not in Place</b>
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/ 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).

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

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

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## Module 7: Social and Emotional Climate

### *Instructions for Module Coordinator*

Habits and practices related to health and safety are influenced by the entire school environment. The Whole School, Whole Community, Whole Child (WSCC) model emphasizes a school-wide approach to student health. The expanded model incorporates the components of coordinated school health and the tenets of the whole child approach, focusing its attention on the youth in order to support a collaborative approach to learning and health.



Module 7 focuses on social and emotional climate. Social and emotional school climate refers to the psychosocial aspects of students' educational experience that influence their social and emotional development. The social and emotional climate of a school can impact student engagement in school activities; relationships with other students, staff, family, and community; and academic performance. By providing a learning environment that ensures each student is emotionally and physically healthy, safe, actively engaged, supported, and challenged, the WSCC model presents a framework for school systems to evaluate, streamline, implement, and sustain policies, processes, and practices.

### *Instructions for completing the module*

1. Work with the site coordinator to organize a team to complete the module's documents. Below are some suggested members of the Module 7 team.

School counselor  
School psychologist  
Teacher(s)  
Custodian  
School social worker  
School nurse  
Assistant principal

Parent(s)  
Student(s)  
Food service staff  
Community-based social services provider  
Health care provider  
Special education team leader

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

2. Make a photocopy of the module Discussion Questions (pages 5-9) for each Module 7 team member. Make at least one photocopy of the module Score Card (page 3) and the module Planning Questions (pages 11-12).
3. Give each Module 7 team member a copy of the Module 7 Discussion Questions. Use the copies of the module Score Card and the Planning Questions to record the team's work. Put the originals of these documents away in case you need to make more photocopies.
4. At a Module 7 team meeting:
  - Discuss each of the Module 7 Discussion Questions and its scoring choices.
  - Decide how to collect any information you need to answer each question accurately.
  - After you have all the information you need, arrive at a consensus score for each question. Answer each question as accurately as possible. The School Health Index is **your** self-assessment tool for identifying strengths and weaknesses and for planning improvements; it should not be used for evaluating staff.
  - Record the scores (0-3) for each question on the module Score Card and calculate the overall Module Score.
  - Use the scores written on the module Score Card to complete the Planning Questions at the end of the module.
  - Use the results from the third Planning Question to identify the one, two, or three highest priority actions that you will recommend to the School Health Index team for implementation this year.
  - Use the answers to the Planning Questions to decide how you will present your results and recommendations at the follow-up School Health Index team meeting.

Please note that some words are in **bold font and underlined** throughout the SHI, which indicates that the term and definition are included in the SHI Glossary.

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

## Module 7: Social and Emotional Climate

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

**Instructions**

- 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.
- Circle the most appropriate score for each item.
- 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).

		<b>Fully in Place</b>	<b>Partially in Place</b>	<b>Under Develop- ment</b>	<b>Not in Place</b>
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 needs of students	3	2	1	0
CC.4	Collaboration to promote social and emotional 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 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).

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

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

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## Module 10: Family Engagement

### *Instructions for Module Coordinator*

Habits and practices related to health and safety are influenced by the entire school environment. The Whole School, Whole Community, Whole Child (WSCC) model emphasizes a school-wide approach to student health. The expanded model incorporates the components of coordinated school health and the tenets of the whole child approach, focusing its attention on the youth in order to support a collaborative approach to learning and health.



Module 10 focuses on family engagement. Families and school staff work together to support and improve the learning, development, and health of students. School staff are committed to making families feel welcomed, engaging families in a variety of meaningful ways, and sustaining family engagement. Families are committed to actively supporting their child's learning and healthy development. By providing a learning environment that ensures each student is emotionally and physically healthy, safe, actively engaged, supported, and challenged, the WSCC model presents a framework for school systems to evaluate, streamline, implement, and sustain policies, processes, and practices.

### *Instructions for completing the module*

1. Work with the site coordinator to organize a team to complete the module's documents. Below are some suggested members of the Module 10 team.

Parent(s)	Community health agency representative(s)
Student(s)	(e.g., American Cancer Society, local health department)
Teacher(s)	School counselor
School nurse	Local faith-based organization representative(s)
Assistant principal	
Community member(s)	

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

2. Make a photocopy of the module Discussion Questions (pages 5-9) for each Module 10 team member. Make at least one photocopy of the module Score Card (page 3) and the module Planning Questions (pages 10-11).
3. Give each Module 10 team member a copy of the Module 10 Discussion Questions. Use the copies of the module Score Card and the Planning Questions to record the team's work. Put the originals of these documents away in case you need to make more photocopies.
4. At a Module 10 team meeting:
  - Discuss each of the Module 10 Discussion Questions and its scoring choices.
  - Decide how to collect any information you need to answer each question accurately.
  - After you have all the information you need, arrive at a consensus score for each question. Answer each question as accurately as possible. The School Health Index is **your** self-assessment tool for identifying strengths and weaknesses and for planning improvements; it should not be used for evaluating staff.
  - Record the scores (0-3) for each question on the module Score Card and calculate the overall Module Score.
  - Use the scores written on the module Score Card to complete the Planning Questions at the end of the module.
  - Use the results from the third Planning Question to identify the one, two, or three highest priority actions that you will recommend to the School Health Index team for implementation this year.
  - Use the answers to the Planning Questions to decide how you will present your results and recommendations at the follow-up School Health Index team meeting.

Please note that some words are in **bold font and underlined** throughout the SHI, which indicates that the term and definition are included in the SHI Glossary.

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

## Module 10: Family Engagement

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

**Instructions**

- 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.
- Circle the most appropriate score for each item.
- 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 in Place	Partially in Place	Under Develop- ment	Not in 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).

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

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

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**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

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