

**SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL**

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

**Instructions**

1. Carefully read and discuss the Module 1 Discussion Questions (pages 5-35), 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<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 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               |
| CC.9  | School start times   | 3                 | 2                     | 1                         | 0               |
| CC.10 | Student involvement in decision-making   | 3                 | 2                     | 1                         | 0               |
| S.1   | Staff development on unintentional injuries, violence, and suicide   | 3                 | 2                     | 1                         | 0               |
| PA.1  | Access to physical activity facilities outside school hours  | 3                 | 2                     | 1                         | 0               |
| PA.2  | Prohibit using physical activity as punishment   | 3                 | 2                     | 1                         | 0               |
| N.1   | Prohibit using food as reward or punishment  | 3                 | 2                     | 1                         | 0               |
| N.2   | Water testing  | 3                 | 2                     | 1                         | 0               |
| N.3   | Access to free drinking water throughout the school day  | 3                 | 2                     | 1                         | 0               |
| N.4   | Access to free drinking water throughout the extended school day   | 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   | At the high school level, beverages sold during the school day exceed the USDA's Smart Snacks in School nutrition standards          | 3                 | 2                     | 1                         | 0               |
| N.8   | 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.9   | 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.10  | 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.11  | Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in School nutrition standards                       | 3                 | 2                     | 1                         | 0               |
| N.12  | Food and beverage marketing  | 3                 | 2                     | 1                         | 0               |
| T.1   | Prohibit tobacco use among students  | 3                 | 2                     | 1                         | 0               |

**SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH 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 | 0 | 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 | 0 | 0 |
| SH.4        | Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention | 3 | 2 | 0 | 0 |
| SH.5        | Non-discrimination on the basis of pregnancy or parenting status policy                              | 3 | 2 | 0 | 0 |
| SH.6        | Strategies to meet the needs of LGBT youth   | 3 | 2 | 0 | 0 |

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

|    |   |   |   |
|----|---|---|---|
| 99 | 0 | 5 | 0 |
|----|---|---|---|

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

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

104

**MODULE SCORE =**  
(Total Points / 114) X 100

91%

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

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

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

| Module 1 Actions  | Importance | Cost | Time | Commitment | Feasibility | Total Points | Top Priority Action? |
|---|------------|------|------|------------|-------------|--------------|----------------------|
| Provide PD for all staff members on HIV, STD, & Pregnancy Prevention as well as HIV Policies or laws. | 3          | 5    | 3    | 1          | 5           | 17           | Y                    |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |

**SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL**

**Module 2: Health Education**

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

**Instructions**

- Carefully read and discuss the Module 2 Discussion Questions (pages 5-17), 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  | Required health education course                                    | 3                 | 2                     | 1                         | 0               |
| CC.2  | Health education grading  | 3                 | 2                     | 1                         | 0               |
| CC.3  | Sequential health education curriculum consistent with standards    | 3                 | 2                     | 1                         | 0               |
| CC.4  | Active learning strategies  | 3                 | 2                     | 1                         | 0               |
| CC.5  | Opportunities to practice skills                                    | 3                 | 2                     | 1                         | 0               |
| CC.6  | Culturally appropriate activities and examples                      | 3                 | 2                     | 1                         | 0               |
| CC.7  | Assignments encourage student interaction with family and community | 3                 | 2                     | 1                         | 0               |
| CC.8  | Credentialed health education teachers                              | 3                 | 2                     | 1                         | 0               |
| CC.9  | Professional development in health education                        | 3                 | 2                     | 1                         | 0               |
| CC.10 | Professional development in delivering curriculum                   | 3                 | 2                     | 1                         | 0               |
| CC.11 | 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               |
| SH.2  | Professional development in delivery of sexual health curriculum    | 3                 | 2                     | 1                         | 0               |

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

|    |   |   |   |
|----|---|---|---|
| 48 | 2 | 1 | 0 |
|----|---|---|---|

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (57) by the subtracting 3 for each question eliminated).

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

|    |
|----|
| 51 |
|----|

**MODULE SCORE =**  
(Total Points / 57) X 100

|      |
|------|
| 89 % |
|------|

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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

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

| Module 2 Actions   | Importance | Cost | Time | Commitment | Feasibility | Total Points | Top Priority Action? |
|--|------------|------|------|------------|-------------|--------------|----------------------|
| Professional Development in                                  | 3          | 5    | 5    | 3          | 5           | 21           | Y                    |
| The Delivery of Sexual Health Curriculum + Health Education, |            |      |      |            |             |              |                      |
|  |            |      |      |            |             |              |                      |
|  |            |      |      |            |             |              |                      |
|  |            |      |      |            |             |              |                      |
|  |            |      |      |            |             |              |                      |
|  |            |      |      |            |             |              |                      |
|  |            |      |      |            |             |              |                      |
|  |            |      |      |            |             |              |                      |
|  |            |      |      |            |             |              |                      |

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

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

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 3 Discussion Questions (pages 6-19), 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 3 Planning Questions located at the end of this module (pages 21-22).

|                         |  | Fully<br>in Place | Partially<br>in Place | Under<br>Develop-<br>ment | Not in<br>Place |
|-------------------------|--|-------------------|-----------------------|---------------------------|-----------------|
| PA.1                    | 225 minutes of physical education per week                               | 3                 | 2                     | 1                         | 0               |
| PA.2                    | Years of physical education  | 3                 | 2                     | 1                         | 0               |
| PA.3                    | Time requirement for length of physical education class                  | 3                 | 2                     | 1                         | 0               |
| PA.4                    | Adequate teacher/student ratio   | 3                 | 2                     | 1                         | 0               |
| PA.5                    | Sequential physical education curriculum consistent with standards       | 3                 | 2                     | 1                         | 0               |
| PA.6                    | Information and materials for physical education teachers                | 3                 | 2                     | 1                         | 0               |
| PA.7                    | Physical education grading   | 3                 | 2                     | 1                         | 0               |
| PA.8                    | Prohibit exemptions or waivers for physical education                    | 3                 | 2                     | 1                         | 0               |
| PA.9                    | Substitutions for physical education                                     | 3                 | 2                     | 1                         | 0               |
| PA.10                   | Students active at least 50% of class time                               | 3                 | 2                     | 1                         | 0               |
| PA.11                   | Individualized physical activity and fitness plans                       | 3                 | 2                     | 1                         | 0               |
| PA.12                   | Health-related physical fitness  | 3                 | 2                     | 1                         | 0               |
| PA.13                   | Promote community physical activities                                    | 3                 | 2                     | 1                         | 0               |
| PA.14                   | Licensed physical education teachers                                     | 3                 | 2                     | 1                         | 0               |
| PA.15/<br>CHC.1         | Address special health care needs  | 3                 | 2                     | 1                         | 0               |
| PA.16/<br>S.1/CHC<br>.2 | Physical education safety practices                                      | 3                 | 2                     | 1                         | 0               |
| PA.17                   | Professional development for physical education teachers                 | 3                 | 2                     | 1                         | 0               |
| PA.18                   | Professional development for classroom teachers                          | 3                 | 2                     | 1                         | 0               |
| PA.19                   | Participation in intramural programs or physical activity clubs          | 3                 | 2                     | 1                         | 0               |
| PA.20                   | Availability of interscholastic sports                                   | 3                 | 2                     | 1                         | 0               |
| PA.21                   | Promotion or support of walking and bicycling to and/or from school      | 3                 | 2                     | 1                         | 0               |
| PA.22                   | Availability of before- and after-school physical activity opportunities | 3                 | 2                     | 1                         | 0               |
| PA.23                   | Availability of physical activity breaks in classrooms                   | 3                 | 2                     | 1                         | 0               |
| PA.24                   | Adequate physical activity facilities                                    | 3                 | 2                     | 1                         | 0               |
| PA.25                   | Training requirements for sports coaches                                 | 3                 | 2                     | 1                         | 0               |
| PA.26/<br>S.2           | Physical activity facilities meet safety standards                       | 3                 | 2                     | 1                         | 0               |
| PA.27/<br>S.3           | Athletics safety requirements  | 3                 | 2                     | 1                         | 0               |

**SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH 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 (81) by subtracting 3 for each question eliminated).

|  |    |   |   |
|--|----|---|---|
| 60   | 10 | 0 | 0 |
| <b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right. |    |   |   |
| 70   |    |   |   |
| <b>MODULE SCORE =</b><br>(Total Points / 81) X 100                             |    |   |   |
| 86%  |    |   |   |

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

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

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

| Module 3 Actions  | Importance | Cost | Time | Commitment | Feasibility | Total Points | Top Priority Action? |
|---|------------|------|------|------------|-------------|--------------|----------------------|
| Start a walk/ride your bike to school club. Give rewards for participation. | 3          | 5    | 5    | 3          | 5           | 21           | Y                    |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |



SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH 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).

|   | 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/ S.1 Clean, safe, pleasant cafeteria   | 3                 | 2                     | 1                         | 0               |
| N.12/ S.2 Preparedness for food emergencies   | 3                 | 2                     | 1                         | 0               |
| N.13/ S.3 Food safety training  | 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).

|  |   |   |      |
|--|---|---|------|
| 36   | 0 | 0 | 0    |
| <b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right. |   |   | 36   |
| <b>MODULE SCORE =</b><br>(Total Points / 42) X 100                             |   |   | 86 % |

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

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

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

| Module 4 Actions  | Importance | Cost | Time | Commitment | Feasibility | Total Points | Top Priority Action? |
|---|------------|------|------|------------|-------------|--------------|----------------------|
| School will post messages about Agri & Nutrition throughout the school. |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |
|   |            |      |      |            |             |              |                      |

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

**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 8 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).

|  |    |   |   |
|--|----|---|---|
| 12   | 10 | 1 | 0 |
| <b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right. |    |   |   |
| 23   |    |   |   |
| <b>MODULE SCORE =</b>  |    |   |   |
| (Total Points / 30) X 100  |    |   |   |
| 77 %   |    |   |   |

SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

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

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

| Module 11 Actions   | Importance | Cost | Time | Commitment | Feasibility | Total Points | Top Priority Action? |
|---|------------|------|------|------------|-------------|--------------|----------------------|
| Advertise Health/Wellness                                     | 3          | 5    | 5    | 3          | 5           | 21           |                      |
| Trys to the public  |            |      |      |            |             |              | SHANE                |
|   |            |      |      |            |             |              |                      |
| Invite or Dominate a Few parents & Students to the Committee. | 5          | 5    | 3    | 3          | 5           | 21           |                      |
|   |            |      |      |            |             |              |                      |

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

**Module 11: Community Involvement**

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

**Instructions**

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

|  |   |   |   |
|--|---|---|---|
| 12   | 8 | 1 | 0 |
| <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                             |   |   |   |
| 78 %   |   |   |   |

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

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

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

| Module 11 Actions                                  | Importance | Cost | Time | Commitment | Feasibility | Total Points | Top Priority Action? |
|--|------------|------|------|------------|-------------|--------------|----------------------|
| Increase involvement w/<br>clinics & Hospitals     | 3          | 5    | 1    | 3          | 3           | 15           |                      |
|  |            |      |      |            |             |              |                      |
| Encourage virtual health<br>programs in classrooms | 5          | 5    | 3    | 3          | 5           | 21           | Yes                  |
|  |            |      |      |            |             |              |                      |
|  |            |      |      |            |             |              |                      |