

School Health Index (SHI)

Your School's SHI: Booneville Elem

SHI Edition: SHI 2017 (7th Edition) Created: 09/25/2018 Last Activity: 06/24/2020

Modules/Questions Overall Scorecard Plan for Improvement

Module 1: School Health and Safety Policies and Environment

Summary

Summary Of Questions Completed in Module 1

 Export Module (1) - Summary

 Export All Modules - Summary

| # | Criteria | Fully in Place | Partially in Place | Under Development | Not in Place | Does not Apply |
|-----|---|----------------|--------------------|-------------------|--------------|----------------|
| 1. | Representative school health committee or team (CC.1) | 3 | | | | |
| 2. | Written school health and safety policies (CC.2) | | 2 | | | |
| 3. | Communicate health and safety policies to students, parents, staff members, and visitors (CC.3) | | | 1 | | |
| 4. | Overcome barriers to learning (CC.4) | | 2 | | | |
| 5. | Enrichment experiences (CC.5) | | 2 | | | |
| 6. | Local school wellness policy (CC.6) | | 2 | | | |
| 7. | Standard precautions policy (CC.7) | | 2 | | | |
| 8. | Written crisis preparedness and response plan (CC.8) | | | 1 | | |
| 9. | Staff development on unintentional injuries, violence, and suicide (S.1) | | 2 | | | |
| 10. | Maintain safe play environment (PA.1) | | 2 | | | |
| 11. | Recess (PA.2) | 3 | | | | |
| 12. | Playgrounds meet safety standards (PA.3/S.2) | | | 1 | | |
| 13. | Access to physical activity facilities outside school hours (PA.4) | 3 | | | | |
| 14. | Prohibit using physical activity as punishment (PA.5) | | 2 | | | |
| 15. | Prohibit withholding recess as punishment (PA.6) | | | 1 | | |
| 16. | Prohibit using food as reward or punishment (N.1) | | 2 | | | |
| 17. | Access to free drinking water throughout the school day (N.2) | 3 | | | | |
| 18. | Access to free drinking water throughout the extended school day (N.3) | 3 | | | | |
| 19. | Water testing (N.4) | | | | | n/a |

| | | | | | | |
|---------------|---|----|----|---|---|---|
| 20. | All foods sold during the school day meet the USDA's Smart Snacks in School nutrition standards. (N.5) | 3 | | | | |
| 21. | All beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards. (N.6) | 3 | | | | |
| 22. | All foods and beverages served and offered during the school day meet the USDA's Smart Snacks in School nutrition standards. (N.7) | 3 | | | | |
| 23. | All food and beverages sold during the extended school day meet the USDA's Smart Snacks in School nutrition standards. (N.8) | 3 | | | | |
| 24. | All foods and beverages served and offered during the extended school day meet the USDA's Smart Snacks in School nutrition standards. (N.9) | 3 | | | | |
| 25. | Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in School nutrition standards. (N.10) | 3 | | | | |
| 26. | Food and beverage marketing. (N.11) | 3 | | | | |
| 27. | Handwashing practices (N.12) | | 2 | | | |
| 28. | Prohibit tobacco use among students (T.1) | 3 | | | | |
| 29. | Prohibit tobacco use among school staff members and visitors (T.2) | 3 | | | | |
| 30. | Prohibit alcohol and other drug use among all students, school staff members, and visitors (AOD.1) | 3 | | | | |
| 31. | Enforce alcohol, tobacco, and other drug use policies (AOD.2/T.3) | | 2 | | | |
| 32. | Prohibit alcohol and tobacco advertising (AOD.3/T.4) | 3 | | | | |
| 33. | Written policies for carry and self-administration of quick-relief medications (CHC.1) | | 2 | | | |
| 34. | Professional development on chronic health conditions (CHC.2) | | 2 | | | |
| Column Totals | | 48 | 26 | 4 | 0 | - |

Total 78/99
Points/Maximum
Points
Module 1 score 79%

Step 1: Identify Strengths and Weaknesses

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

| # | Strengths |
|---|--|
| 1 | Prohibition of drugs and alcohol in any form on or near campus or campus related events. |
| 2 | All food offered to students before and after school meet the Smart Snack Guidelines. |

Weaknesses

| # | Weaknesses |
|---|--|
| 1 | Communication of health and safety standards to parents, staff and visitors. |
| 2 | Prohibit withholding recess as punishment. |
| 3 | Playground meet safety standards. |

Step 2: Recommended Actions

Action 1

Is Action 1 a top priority? No

Weakness(es)

1) Communication of health and safety standards to parents, staff and visitors.

Recommended action

School Health Team will produce a communication piece about the school's safety standards to share in the parent resources center.

Rankings which best describe the action

| | |
|------------------|--|
| Importance | 4 = Somewhat Important |
| Cost | 5 = Very Inexpensive |
| Time | 2 = Somewhat Time Consuming |
| Commitment | 3 = Neither Unenthusiastic or Enthusiastic |
| Feasibility | 2 = Somewhat Difficult |
| Total Points: 16 | |

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Content source: National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health, School Health Branch

School Health Index (SHI)

Your School's SHI: Booneville Elem

SHI Edition: SHI 2017 (7th Edition) Created: 09/25/2018 Last Activity: 06/24/2020

Modules/Questions Overall Scorecard Plan for Improvement

Module 2: Health Education

Summary

Summary Of Questions Completed in Module 2

 Export Module (2) - Summary

 Export All Modules - Summary

| # | Criteria | Fully in Place | Partially in Place | Under Development | Not in Place | Does not Apply |
|---------------|--|----------------|--------------------|-------------------|--------------|----------------|
| 1. | Health education taught in all grades (CC.1) | 3 | | | | |
| 2. | Sequential health education curriculum consistent with standards (CC.2) | | 2 | | | |
| 3. | Active learning strategies (CC.3) | | 2 | | | |
| 4. | Opportunities to practice skills (CC.4) | | 2 | | | |
| 5. | Culturally-appropriate activities and examples (CC.5) | | 2 | | | |
| 6. | Assignments encourage student interaction with family and community (CC.6) | | | 1 | | |
| 7. | Professional development in health education (CC.7) | 3 | | | | |
| 8. | Professional development in delivering curriculum (CC.8) | | 2 | | | |
| 9. | Professional development in classroom management techniques (CC.9) | 3 | | | | |
| 10. | Essential topics on preventing unintentional injuries and violence (S.1) | | 2 | | | |
| 11. | Essential topics on physical activity (PA.1) | | 2 | | | |
| 12. | Essential topics on healthy eating (N.1) | | 2 | | | |
| 13. | Essential topics on preventing tobacco use (T.1) | | 2 | | | |
| 14. | Essential topics on alcohol and other drug use (AOD.1) | | 2 | | | |
| 15. | Essential topics on chronic health conditions awareness (CHC.1) | | 2 | | | |
| Column Totals | | 9 | 22 | 1 | 0 | - |

Total 32/45
 Points/Maximum
 Points
 Module 2 score 71%

Step 1: Identify Strengths and Weaknesses

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

| # | Strengths |
|---|--|
| 1 | Health Education taught in all grade levels. |

Weaknesses

| # | Weaknesses |
|---|---|
| 1 | Assignments don't encourage students interaction with family and community. |

Step 2: Recommended Actions

Action 1

Is Action 1 a top priority? No

Weakness(es)

1) Assignments don't encourage students interaction with family and community.

Recommended action

Students will be given more assignments that encourage collaboration and/or interaction with community and family members.

Rankings which best describe the action

| | |
|------------------|--------------------------------------|
| Importance | 4 = Somewhat Important |
| Cost | 3 = Neither Expensive or Inexpensive |
| Time | 2 = Somewhat Time Consuming |
| Commitment | 4 = Somewhat Enthusiastic |
| Feasibility | 3 = Neither Difficult or Easy |
| Total Points: 16 | |

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School Health Index (SHI)

Your School's SHI: Booneville Elem

SHI Edition: SHI 2017 (7th Edition) Created: 09/25/2018 Last Activity: 06/24/2020

Modules/Questions Overall Scorecard Plan for Improvement

Module 3: Physical Education and Physical Activity Programs

 Export Module (3) - Summary

Summary

 Export All Modules - Summary

Summary Of Questions Completed in Module 3

| # | Criteria | Fully in Place | Partially in Place | Under Development | Not in Place | Does not Apply |
|-----|---|----------------|--------------------|-------------------|--------------|----------------|
| 1. | 150 minutes of physical education per week (PA.1) | 3 | | | | |
| 2. | Adequate teacher/student ratio (PA.2) | 3 | | | | |
| 3. | Sequential physical education curriculum consistent with standards (PA.3) | 3 | | | | |
| 4. | Information and materials for physical education teachers (PA.4) | | 2 | | | |
| 5. | Students active at least 50% of class time (PA.5) | 3 | | | | |
| 6. | Individualized physical activity and fitness plans (PA.6) | | | | 0 | |
| 7. | Prohibit exemptions or waivers for physical education (PA.7) | | 2 | | | |
| 8. | Substitutions for physical education (PA.8) | | | | | n/a |
| 9. | Health-related physical fitness (PA.9) | | | 1 | | |
| 10. | Promote community physical activities (PA.10) | | 2 | | | |
| 11. | Licensed physical education teachers (PA.11) | 3 | | | | |
| 12. | Address special health care needs (PA.12/CHC.1) | 3 | | | | |
| 13. | Physical education safety practices (PA.13/CHC.2/S.1) | 3 | | | | |
| 14. | Physical activity facilities meet safety standards (PA.14/S.2) | 3 | | | | |
| 15. | Professional development for physical education teachers (PA.15) | 3 | | | | |
| 16. | Professional development for classroom teachers (PA.16) | | 2 | | | |
| 17. | Participation in intramural programs or physical activity clubs (PA.17) | 3 | | | | |
| 18. | Promotion or support of walking and bicycling to and from school (PA.18) | | 2 | | | |

| | | | | | | |
|---------------|--|----|----|---|---|---|
| | bicycling to and/or from school (PA.18) | | | | | |
| 19. | Availability of before- and after-school physical activity opportunities (PA.19) | | 2 | | | |
| 20. | Availability of physical activity breaks in classrooms (PA.20) | | 2 | | | |
| 21. | Adequate physical activity facilities (PA.21) | 3 | | | | |
| Column Totals | | 33 | 14 | 1 | 0 | - |

Total 48/60
Points/Maximum
Points
Module 3 score 80%

Step 1: Identify Strengths and Weaknesses

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

| | |
|---|---|
| # | Strengths |
| 1 | Facilities are appropriate and meet all safety standards. |

Weaknesses

| | |
|---|--|
| # | Weaknesses |
| 1 | Students do not create their own fitness plan. |

Step 2: Recommended Actions

Action 1

Is Action 1 a top priority? Yes

Weakness(es)

1) Students do not create their own fitness plan.

Recommended action

Students will set personal fitness goals and monitor their success throughout their PE classes.

Rankings which best describe the action

- Importance 4 = Somewhat Important
 - Cost 5 = Very Inexpensive
 - Time 1 = Very Time Consuming
 - Commitment 3 = Neither Unenthusiastic or Enthusiastic
 - Feasibility 1 = Very Difficult
- Total Points: 14

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Content source: National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health, School Health Branch

School Health Index (SHI)

Your School's SHI: Booneville Elem

SHI Edition: SHI 2017 (7th Edition) Created: 09/25/2018 Last Activity: 06/24/2020

Modules/Questions Overall Scorecard Plan for Improvement

Module 10: Family Engagement

 Export Module (10) - Summary

Summary

 Export All Modules - Summary

Summary Of Questions Completed in Module 10

| # | Criteria | Fully In Place | Partially In Place | Under Development | Not in Place | Does not Apply |
|---------------|---|----------------|--------------------|-------------------|--------------|----------------|
| 1. | Communication with families (CC.1) | 3 | | | | |
| 2. | Parenting strategies (CC.2) | | 2 | | | |
| 3. | Family engagement in school decision making (CC.3) | | 2 | | | |
| 4. | Family volunteers (CC.4) | | 2 | | | |
| 5. | Family engagement in learning at home (CC.5) | 3 | | | | |
| 6. | Family access to school facilities (CC.6) | 3 | | | | |
| 7. | Professional development on family engagement strategies (CC.7) | 3 | | | | |
| 8. | Professional development to assist parents seeking services (CC.8) | | | | | n/a |
| 9. | School health updates for families (CC.9) | 3 | | | | |
| 10. | Student and family involvement in the school meal programs and other foods and beverages sold, served and offered on school campus. (N.1) | 3 | | | | |
| Column Totals | | 18 | 6 | 0 | 0 | - |

Total 24/27
 Points/Maximum
 Points
 Module 10 score 89%

Step 1: Identify Strengths and Weaknesses

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

| | |
|---|---|
| # | Strengths |
| 1 | Booneville Elementary does well to promote family engagement. |

Weaknesses

| | |
|---|--|
| # | Weaknesses |
| 1 | Booneville Elementary needs to focus on the parent center. |

Step 2: Recommended Actions

Action 1

Is Action 1 a top priority? Yes

Weakness(es)

Recommended action

Update the Parent Center with meaningful up-to-date parent information.

Rankings which best describe the action

- Importance 5 = Very Important
 - Cost 4 = Somewhat Inexpensive
 - Time 4 = Somewhat Minimal Time
 - Commitment 5 = Very Enthusiastic
 - Feasibility 4 = Somewhat Easy
- Total Points: 22

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Content source: National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health, School Health Branch


School Health Index (SHI)

Your School's SHI: Booneville Elem

SHI Edition: SHI 2017 (7th Edition) Created: 09/25/2018 Last Activity: 06/24/2020

Modules/Questions Overall Scorecard Plan for Improvement

Module 11: Community Involvement

 Export Module (11) - Summary

Summary

 Export All Modules - Summary

Summary Of Questions Completed in Module 11

| # | Criteria | Fully in Place | Partially in Place | Under Development | Not in Place | Does not Apply |
|---------------|---|----------------|--------------------|-------------------|--------------|----------------|
| 1. | Community involvement in school decision making (CC.1) | | 2 | | | |
| 2. | Community volunteers (CC.2) | | 2 | | | |
| 3. | Community involvement in school health initiatives (CC.3) | | 2 | | | |
| 4. | Community-wide health promotion events (CC.4) | 3 | | | | |
| 5. | Out-of-school programs (CC.5) | 3 | | | | |
| 6. | Community involvement in improving student health (CC.6) | | 2 | | | |
| 7. | Student involvement with community organizations (CC.7) | | 2 | | | |
| 8. | Partnerships with community healthcare providers (CC.8) | 3 | | | | |
| 9. | Agreement with community partners (CC.9) | | 2 | | | |
| Column Totals | | 9 | 12 | 0 | 0 | - |

Total 21/27
 Points/Maximum
 Points
 Module 11 score 78%

Step 1: Identify Strengths and Weaknesses

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

Strengths

Booneville Elementary school does well to partner with community-based healthcare providers to link students and families with accessible community health services and resources. We are able to work

Weaknesses

| # | Weaknesses |
|---|---|
| 1 | We need more community members involved with making decisions for our school. |

Step 2: Recommended Actions

Action 1

Is Action 1 a top priority? Yes

Weakness(es)

1) We need more community members involved with making decisions for our school.

Recommended action

Work towards implementing a community committee to help make decisions for our school!

Rankings which best describe the action

- Importance 5 = Very Important
 - Cost 5 = Very Inexpensive
 - Time 5 = Very Minimal Time
 - Commitment 5 = Very Enthusiastic
 - Feasibility 5 = Very Easy
- Total Points: 25

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Content source: National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health, School Health Branch

School Health Index (SHI)

Your School's SHI: Bnvl Jr. High

SHI Edition: SHI 2017 (7th Edition) Created: 09/19/2018 Last Activity: 10/15/2019

Modules/Questions Overall Scorecard Plan for Improvement

Module 1: School Health and Safety Policies and Environment

 Export Module (1) - Summary

Summary

 Export All Modules - Summary

Summary Of Questions Completed in Module 1

| # | Criteria | Fully in Place | Partially in Place | Under Development | Not in Place | Does not Apply |
|-----|--|----------------|--------------------|-------------------|--------------|----------------|
| 1. | Representative school health committee or team (CC.1) | 3 | | | | |
| 2. | Written school health and safety policies (CC.2) | 3 | | | | |
| 3. | Communicate health and safety policies to students, parents, staff members, and visitors (CC.3) | | 2 | | | |
| 4. | Overcome barriers to learning (CC.4) | 3 | | | | |
| 5. | Enrichment experiences (CC.5) | 3 | | | | |
| 6. | Local wellness policy (CC.6) | | 2 | | | |
| 7. | Standard precautions policy (CC.7) | 3 | | | | |
| 8. | Written crisis preparedness and response plan (CC.8) | 3 | | | | |
| 9. | School start times (CC.9) | | 2 | | | |
| 10. | Student involvement in decision-making (CC.10) | | 2 | | | |
| 11. | Staff development on unintentional injuries, violence, and suicide (S.1) | 3 | | | | |
| 12. | Access to physical activity facilities outside school hours (PA.1) | 3 | | | | |
| 13. | Prohibit using physical activity as punishment (PA.2) | 3 | | | | |
| 14. | Prohibit using food as reward or punishment (N.1) | 3 | | | | |
| 15. | Water testing (N.2) | | 2 | | | |
| 16. | Access to free drinking water throughout the school day (N.3) | 3 | | | | |
| 17. | Access to free drinking water throughout the extended school day (N.4) | 3 | | | | |
| 18. | All foods sold during the school day meet the USDA's Smart Snacks in School nutrition standards. (N.5) | | 2 | | | |

| | | | | | | |
|---------------|---|----|----|---|---|---|
| 19. | All beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards. (N.6) | | 2 | | | |
| 20. | At the high school level, beverages sold during the school day exceed the USDA's Smart Snacks in School nutrition standards. (N.7) | 3 | | | | |
| 21. | All food and beverages sold during the extended school day meet the USDA's Smart Snacks in School nutrition standards. (N.8) | | 2 | | | |
| 22. | All foods and beverages served and offered during the extended school day meet the USDA's Smart Snacks in School nutrition standards. (N.9) | | 2 | | | |
| 23. | Food and beverage marketing. (N.10) | | 2 | | | |
| 24. | Food and beverage marketing (N.11) | | 2 | | | |
| 25. | Prohibit tobacco use among students (T.1) | 3 | | | | |
| 26. | Prohibit tobacco use among school staff members and visitors (T.2) | 3 | | | | |
| 27. | Prohibit alcohol and other drug use among all students, school staff members, and visitors (AOD.1) | 3 | | | | |
| 28. | Enforce alcohol, tobacco, and other drug use policies (AOD.2/T.3) | 3 | | | | |
| 29. | Prohibit alcohol and tobacco advertising (AOD.3/T.4) | 3 | | | | |
| 30. | Written policies for carry and self-administration of quick-relief medications (CHC.1) | 3 | | | | |
| 31. | Professional development on chronic health conditions (CHC.2) | | | 1 | | |
| 32. | Non-discrimination on the basis of HIV infection policy (SH.1) | 3 | | | | |
| 33. | Confidentiality of HIV status (SH.2) | 3 | | | | |
| 34. | Professional development for all staff members on HIV policies or laws (SH.3) | | | 1 | | |
| 35. | Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention (SH.4) | | | 1 | | |
| 36. | Non-discrimination on the basis of pregnancy or parenting status policy (SH.5) | 3 | | | | |
| 37. | Strategies to meet the needs of LGBT youth (SH.6) | | 2 | | | |
| Column Totals | | 66 | 24 | 3 | 0 | - |

Total93/111
Points/Maximum
Points
Module 1 score 84%

Step 1: Identify Strengths and Weaknesses

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

| # | Strengths |
|---|---|
| 1 | T.1 Prohibit tobacco use among students |
| 2 | T.2 Prohibit tobacco use among staff and visitors |
| 3 | AOD.1 Prohibit alcohol and other drugs among students, staff and visitors |

Weaknesses

| # | Weaknesses |
|---|---|
| 1 | Booneville Junior High does not provide professional development on chronic health conditions (CHC.2) |

Step 2: Recommended Actions

Action 1

Is Action 1 a top priority? No

Weakness(es)

1) Booneville Junior High does not provide professional development on chronic health conditions (CHC.2)

Recommended action

We will look into asking the local water department to come to do an annual water test for lead.

Rankings which best describe the action

Importance 5 = Very Important
Cost 5 = Very Inexpensive
Time 5 = Very Minimal Time
Commitment 5 = Very Enthusiastic
Feasibility 5 = Very Easy
Total Points: 25

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School Health Index (SHI)

Your School's SHI: Bnvl Jr. High

SHI Edition: SHI 2017 (7th Edition) Created: 09/19/2018 Last Activity: 10/15/2019

Modules/Questions Overall Scorecard Plan for Improvement

Module 2: Health Education

 Export Module (2) - Summary

Summary

 Export All Modules - Summary

Summary Of Questions Completed in Module 2

| # | Criteria | Fully in Place | Partially in Place | Under Development | Not in Place | Does not Apply |
|-----|--|----------------|--------------------|-------------------|--------------|----------------|
| 1. | Required health education course (CC.1) | 3 | | | | |
| 2. | Health education grading (CC.2) | 3 | | | | |
| 3. | Sequential health education curriculum consistent with standards (CC.3) | 3 | | | | |
| 4. | Active learning strategies (CC.4) | 3 | | | | |
| 5. | Opportunities to practice skills (CC.5) | | 2 | | | |
| 6. | Culturally-appropriate activities and examples (CC.6) | 3 | | | | |
| 7. | Assignments encourage student interaction with family and community (CC.7) | 3 | | | | |
| 8. | Credentialed health education teachers (CC.8) | 3 | | | | |
| 9. | Professional development in health education (CC.9) | 3 | | | | |
| 10. | Professional development in delivering curriculum (CC.10) | 3 | | | | |
| 11. | Professional development in classroom management techniques (CC.11) | | 2 | | | |
| 12. | Essential topics on preventing unintentional injuries and violence (S.1) | | 2 | | | |
| 13. | Essential topics on physical activity (PA.1) | | 2 | | | |
| 14. | Essential topics on healthy eating (N.1) | | 2 | | | |
| 15. | Essential topics on preventing tobacco use (T.1) | | 2 | | | |
| 16. | Essential topics on alcohol and other drug use (AOD.1) | | 2 | | | |
| 17. | Essential topics on chronic health conditions awareness (CHC.1) | | 2 | | | |
| 18. | Essential topics for preventing HIV, other STD, and pregnancy (SH.1) | | 2 | | | |
| 19. | Professional development in delivery of sexual health curriculum (SH.2) | | 2 | | | |

| | | | | | |
|---------------|----|----|---|---|---|
| Column Totals | 27 | 20 | 0 | 0 | - |
|---------------|----|----|---|---|---|

Total 47/57
Points/Maximum
Points
Module 2 score 82%

Step 1: Identify Strengths and Weaknesses

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

| # | Strengths |
|---|--|
| 1 | CC.2 Students earn grades for health education courses. Grades carry the same weight as grades for other subjects toward academic recognition. |
| 2 | CC.9 All health education teachers are required to obtain at least 6 hours of professional development in health education. |

Weaknesses

| # | Weaknesses |
|---|---|
| 1 | CC.5 Do all teachers of health education provide opportunities for students to practice or rehearse the skills needed to maintain and improve their health? |

Step 2: Recommended Actions

Action 1

Is Action 1 a top priority? No

Weakness(es)

Recommended action

Health teachers will be encouraged to review all topics for improving student health.

Rankings which best describe the action

- Importance 4 = Somewhat Important
- Cost 5 = Very Inexpensive
- Time 4 = Somewhat Minimal Time
- Commitment 3 = Neither Unenthusiastic or Enthusiastic
- Feasibility 5 = Very Easy

Total Points: 21

School Health Index (SHI)

Your School's SHI: Bnvl Jr. High

SHI Edition: SHI 2017 (7th Edition) Created: 09/19/2018 Last Activity: 10/15/2019

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Module 3: Physical Education and Physical Activity Programs

 [Export Module \(3\) - Summary](#)

Summary

 [Export All Modules - Summary](#)

Summary Of Questions Completed in Module 3

| # | Criteria | Fully in Place | Partially in Place | Under Development | Not in Place | Does not Apply |
|-----|---|----------------|--------------------|-------------------|--------------|----------------|
| 1. | 225 minutes of physical education per week (PA.1) | 3 | | | | |
| 2. | Years of physical education (PA.2) | 3 | | | | |
| 3. | Time requirement for length of physical education class (PA.3) | 3 | | | | |
| 4. | Adequate teacher/student ratio (PA.4) | 3 | | | | |
| 5. | Sequential physical education curriculum consistent with standards (PA.5) | 3 | | | | |
| 6. | Information and materials for physical education teachers (PA.6) | | 2 | | | |
| 7. | Physical education grading (PA.7) | 3 | | | | |
| 8. | Prohibit exemptions or waivers for physical education (PA.8) | | 2 | | | |
| 9. | Substitutions for physical education (PA.9) | | 2 | | | |
| 10. | Students active at least 50% of class time (PA.10) | 3 | | | | |
| 11. | Individualized physical activity and fitness plans (PA.11) | | | | 0 | |
| 12. | Health-related physical fitness (PA.12) | 3 | | | | |
| 13. | Promote community physical activities (PA.13) | | | | 0 | |
| 14. | Licensed physical education teachers (PA.14) | 3 | | | | |
| 15. | Address special health care needs (PA.15/CHC.1) | 3 | | | | |
| 16. | Physical education safety practices (PA.16/CHC.2/S.1) | | 2 | | | |
| 17. | Professional development for teachers (PA.17) | 3 | | | | |
| 18. | Professional development for classroom teachers (PA.18) | | | 1 | | |

| | | | | | | |
|----------------------|--|-----------|-----------|----------|----------|----------|
| 19. | Participation in intramural programs or physical activity clubs (PA.19) | 3 | | | | |
| 20. | Availability of interscholastic sports (PA.20) | | 2 | | | |
| 21. | Promotion or support of walking and bicycling to and/or from school (PA.21) | | 2 | | | |
| 22. | Availability of before- and after-school physical activity opportunities (PA.22) | | 2 | | | |
| 23. | Availability of physical activity breaks in classrooms (PA.23) | | | 1 | | |
| 24. | Adequate physical activity facilities (PA.24) | 3 | | | | |
| 25. | Training requirements for sports coaches (PA.25) | 3 | | | | |
| 26. | Physical activity facilities meet safety standards (PA.26/S.2) | 3 | | | | |
| 27. | Athletics safety requirements (PA.27/S.3) | 3 | | | | |
| Column Totals | | 48 | 14 | 2 | 0 | - |

Total 64/81
Points/Maximum
Points
Module 3 score 79%

Step 1: Identify Strengths and Weaknesses

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

| # | Strengths |
|---|--|
| 1 | PA.27/S.3 Our athletic program implements and enforces all safety requirements. |
| 2 | PA.7 Students earn grades for physical education courses. Grades carry the same weight as grades for other subjects toward academic recognition. |

Weaknesses

| # | Weaknesses |
|---|--|
| 1 | PA.11 Individual physical activity and fitness plans |
| 2 | PA.13 Promote community physical activity |

Step 2: Recommended Actions

Action 1

Is Action 1 a top priority? Yes

Weakness(es)

1) PA.11 Individual physical activity and fitness plans

Recommended action

Teachers can allow students to have input on designing and implement their own individualized physical activity and fitness plans as part of the physical education program.

Rankings which best describe the action

| | |
|------------------|-----------------------------|
| Importance | 5 = Very Important |
| Cost | 5 = Very Inexpensive |
| Time | 2 = Somewhat Time Consuming |
| Commitment | 5 = Very Enthusiastic |
| Feasibility | 4 = Somewhat Easy |
| Total Points: 21 | |

Action 2

Is Action 2 a top priority? Yes

1) PA.13 Promote community physical activity

Recommended action

The physical education teachers will try to implement more methods to promote student participation such as class discussions or take-home flyers.

Rankings which best describe the action

| | |
|------------------|---------------------------|
| Importance | 5 = Very Important |
| Cost | 5 = Very Inexpensive |
| Time | 4 = Somewhat Minimal Time |
| Commitment | 5 = Very Enthusiastic |
| Feasibility | 5 = Very Easy |
| Total Points: 24 | |

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Content source: National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health, School Health Branch

School Health Index (SHI)

Your School's SHI: Bnvl Jr. High


SHI Edition: SHI 2017 (7th Edition) Created: 09/19/2018 Last Activity: 10/15/2019

Modules/Questions Overall Scorecard Plan for Improvement

Module 10: Family Engagement

 Export Module (10) - Summary

Summary

 Export All Modules - Summary

Summary Of Questions Completed in Module 10

| # | Criteria | Fully in Place | Partially in Place | Under Development | Not in Place | Does not Apply |
|---------------|---|----------------|--------------------|-------------------|--------------|----------------|
| 1. | Communication with families (CC.1) | 3 | | | | |
| 2. | Parenting strategies (CC.2) | | | 1 | | |
| 3. | Family engagement in school decision making (CC.3) | | | 1 | | |
| 4. | Family volunteers (CC.4) | | 2 | | | |
| 5. | Family engagement in learning at home (CC.5) | | 2 | | | |
| 6. | Family access to school facilities (CC.6) | 3 | | | | |
| 7. | Professional development on family engagement strategies (CC.7) | 3 | | | | |
| 8. | Professional development to assist parents seeking services (CC.8) | | | 1 | | |
| 9. | School health updates for families (CC.9) | 3 | | | | |
| 10. | Student and family involvement in the school meal programs and other foods and beverages sold, served and offered on school campus. (N.1) | | | | 0 | |
| Column Totals | | 12 | 4 | 3 | 0 | - |

Total 19/30
 Points/Maximum
 Points
 Module 10 score 63%

Step 1: Identify Strengths and Weaknesses

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

| # | Strengths |
|---|------------------------------------|
| 1 | Communication with families |
| 2 | Family access to school facilities |
| 3 | School health updates for families |

Weaknesses

| # | Weaknesses |
|---|---|
| 1 | Parenting strategies |
| 2 | Family engagement in school decision making |
| 3 | Professional development on family engagement strategies |
| 4 | Professional development to assist parents seeking services |

Step 2: Recommended Actions

Action 1

Is Action 1 a top priority? Yes

Weakness(es)

- 1) Professional development on family engagement strategies

Recommended action

Rankings which best describe the action

Provide professional development on family engagement strategies

- Importance 4 = Somewhat Important
 - Cost 3 = Neither Expensive or Inexpensive
 - Time 2 = Somewhat Time Consuming
 - Commitment 3 = Neither Unenthusiastic or Enthusiastic
 - Feasibility 3 = Neither Difficult or Easy
- Total Points: 15

Action 2

Is Action 2 a top priority? Yes

- 1) Professional development to assist parents seeking services

Recommended action

Provide professional development on how to assist parents seeking services.

Rankings which best describe the action

| | |
|------------------|--|
| Importance | 2 = Somewhat Unimportant |
| Cost | 3 = Neither Expensive or Inexpensive |
| Time | 3 = Neither Time Consuming or Minimal Time |
| Commitment | 3 = Neither Unenthusiastic or Enthusiastic |
| Feasibility | 3 = Neither Difficult or Easy |
| Total Points: 14 | |

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Content source: National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health, School Health Branch

School Health Index (SHI)

Your School's SHI: Bnvl Jr. High


SHI Edition: SHI 2017 (7th Edition) Created: 09/19/2018 Last Activity: 10/15/2019

Modules/Questions Overall Scorecard Plan for Improvement

Module 11: Community Involvement

 Export Module (11) - Summary

Summary

 Export All Modules - Summary

Summary Of Questions Completed in Module 11

| # | Criteria | Fully in Place | Partially in Place | Under Development | Not in Place | Does not Apply |
|---------------|---|----------------|--------------------|-------------------|--------------|----------------|
| 1. | Community involvement in school decision making (CC.1) | | 2 | | | |
| 2. | Community volunteers (CC.2) | | 2 | | | |
| 3. | Community involvement in school health initiatives (CC.3) | | | 1 | | |
| 4. | Community-wide health promotion events (CC.4) | | | 1 | | |
| 5. | Out-of-school programs (CC.5) | 3 | | | | |
| 6. | Community involvement in improving student health (CC.6) | | | 1 | | |
| 7. | Student involvement with community organizations (CC.7) | | | 1 | | |
| 8. | Partnerships with community healthcare providers (CC.8) | 3 | | | | |
| 9. | Agreement with community partners (CC.9) | | | | | n/a |
| Column Totals | | 6 | 4 | 4 | 0 | - |

Total 14/24
 Points/Maximum
 Points
 Module 11 score 58%

Step 1: Identify Strengths and Weaknesses

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

Strengths

Weaknesses

| # | Weaknesses |
|---|---|
| 1 | CC.7 Student involvement with community organizations |

Step 2: Recommended Actions

Action 1

Is Action 1 a top priority? Yes

Weakness(es)

1) CC.7 Student involvement with community organizations

Recommended action

Provide information to students when community events are happening

Rankings which best describe the action

- Importance 5 = Very Important
 - Cost 5 = Very Inexpensive
 - Time 5 = Very Minimal Time
 - Commitment 5 = Very Enthusiastic
 - Feasibility 5 = Very Easy
- Total Points: 25

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Content source: National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health, School Health Branch

School Health Index (SHI)

Your School's SHI: Booneville High

SHI Edition: SHI 2017 (7th Edition) Created: 09/19/2018 Last Activity: 10/15/2019

Modules/Questions Overall Scorecard Plan for Improvement

Module 1: School Health and Safety Policies and Environment

 Export Module (1) - Summary

Summary

 Export All Modules - Summary

Summary Of Questions Completed in Module 1

| # | Criteria | Fully In Place | Partially In Place | Under Development | Not in Place | Does not Apply |
|-----|--|----------------|--------------------|-------------------|--------------|----------------|
| 1. | Representative school health committee or team (CC.1) | 3 | | | | |
| 2. | Written school health and safety policies (CC.2) | 3 | | | | |
| 3. | Communicate health and safety policies to students, parents, staff members, and visitors (CC.3) | 3 | | | | |
| 4. | Overcome barriers to learning (CC.4) | 3 | | | | |
| 5. | Enrichment experiences (CC.5) | 3 | | | | |
| 6. | Local wellness policy (CC.6) | 3 | | | | |
| 7. | Standard precautions policy (CC.7) | 3 | | | | |
| 8. | Written crisis preparedness and response plan (CC.8) | 3 | | | | |
| 9. | School start times (CC.9) | | | 1 | | |
| 10. | Student involvement in decision-making (CC.10) | | 2 | | | |
| 11. | Staff development on unintentional injuries, violence, and suicide (S.1) | 3 | | | | |
| 12. | Access to physical activity facilities outside school hours (PA.1) | 3 | | | | |
| 13. | Prohibit using physical activity as punishment (PA.2) | 3 | | | | |
| 14. | Prohibit using food as reward or punishment (N.1) | 3 | | | | |
| 15. | Water testing (N.2) | | 2 | | | |
| 16. | Access to free drinking water throughout the school day (N.3) | 3 | | | | |
| 17. | Access to free drinking water throughout the extended school day (N.4) | 3 | | | | |
| 18. | All foods sold during the school day meet the USDA's Smart Snacks in School nutrition standards. (N.5) | | 2 | | | |

| | | | | | | |
|---------------|---|----|----|---|---|---|
| 19. | All beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards. (N.6) | 3 | | | | |
| 20. | At the high school level, beverages sold during the school day exceed the USDA's Smart Snacks in School nutrition standards. (N.7) | 3 | | | | |
| 21. | All food and beverages sold during the extended school day meet the USDA's Smart Snacks in School nutrition standards. (N.8) | 3 | | | | |
| 22. | All foods and beverages served and offered during the extended school day meet the USDA's Smart Snacks in School nutrition standards. (N.9) | | 2 | | | |
| 23. | Food and beverage marketing. (N.10) | | 2 | | | |
| 24. | Food and beverage marketing (N.11) | | 2 | | | |
| 25. | Prohibit tobacco use among students (T.1) | 3 | | | | |
| 26. | Prohibit tobacco use among school staff members and visitors (T.2) | 3 | | | | |
| 27. | Prohibit alcohol and other drug use among all students, school staff members, and visitors (AOD.1) | 3 | | | | |
| 28. | Enforce alcohol, tobacco, and other drug use policies (AOD.2/T.3) | 3 | | | | |
| 29. | Prohibit alcohol and tobacco advertising (AOD.3/T.4) | 3 | | | | |
| 30. | Written policies for carry and self-administration of quick-relief medications (CHC.1) | 3 | | | | |
| 31. | Professional development on chronic health conditions (CHC.2) | | | 1 | | |
| 32. | Non-discrimination on the basis of HIV infection policy (SH.1) | 3 | | | | |
| 33. | Confidentiality of HIV status (SH.2) | 3 | | | | |
| 34. | Professional development for all staff members on HIV policies or laws (SH.3) | | | 1 | | |
| 35. | Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention (SH.4) | | | 1 | | |
| 36. | Non-discrimination on the basis of pregnancy or parenting status policy (SH.5) | 3 | | | | |
| 37. | Strategies to meet the needs of LGBT youth (SH.6) | 3 | | | | |
| Column Totals | | 81 | 12 | 4 | 0 | - |

Total 97/111
Points/Maximum
Points
Module 1 score 87%

Step 1: Identify Strengths and Weaknesses

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

| # | Strengths |
|---|--|
| 1 | Booneville High School adequately communicates health and safety policies to students, parents, staff members, and visitors. |
| 2 | Booneville High School offers to all students who need them a variety of services designed to help students overcome barriers to learning. |

Weaknesses

| # | Weaknesses |
|---|---|
| 1 | Booneville High School does not currently offer professional development on chronic health conditions. |
| 2 | Booneville High School does not offer professional development for administrators and teachers on HIV, STDs, or pregnancy prevention. |

Step 2: Recommended Actions

Action 1

Is Action 1 a top priority? No

Weakness(es)

1) Booneville High School does not currently offer professional development on chronic health conditions.

| Recommended action | Rankings which best describe the action | |
|---|---|--|
| BHS will collaborate with our onsite nurse to better provide professional development on chronic health conditions. | Importance | 3 = Neither Unimportant or Important |
| | Cost | 5 = Very Inexpensive |
| | Time | 4 = Somewhat Minimal Time |
| | Commitment | 3 = Neither Unenthusiastic or Enthusiastic |
| | Feasibility | 5 = Very Easy |
| Total Points: 20 | | |

Action 2

Is Action 2 a top priority? No

1) Booneville High School does not offer professional development for administrators and teachers on HIV, STDs, or pregnancy prevention.

Recommended action

BHS will collaborate with the onsite nurse to provide professional development for administrators and teachers on HIV, STDs, or pregnancy prevention.

Rankings which best describe the action

| | |
|------------------|--|
| Importance | 3 = Neither Unimportant or Important |
| Cost | 5 = Very Inexpensive |
| Time | 4 = Somewhat Minimal Time |
| Commitment | 3 = Neither Unenthusiastic or Enthusiastic |
| Feasibility | 5 = Very Easy |
| Total Points: 20 | |

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Content source: National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health, School Health Branch


School Health Index (SHI)

Your School's SHI: Booneville High

SHI Edition: SHI 2017 (7th Edition) Created: 09/19/2018 Last Activity: 10/15/2019

Modules/Questions Overall Scorecard Plan for Improvement

Module 2: Health Education

 Export Module (2) - Summary

Summary

 Export All Modules - Summary

Summary Of Questions Completed in Module 2

| # | Criteria | Fully in Place | Partially in Place | Under Development | Not in Place | Does not Apply |
|-----|--|----------------|--------------------|-------------------|--------------|----------------|
| 1. | Required health education course (CC.1) | 3 | | | | |
| 2. | Health education grading (CC.2) | 3 | | | | |
| 3. | Sequential health education curriculum consistent with standards (CC.3) | 3 | | | | |
| 4. | Active learning strategies (CC.4) | 3 | | | | |
| 5. | Opportunities to practice skills (CC.5) | 3 | | | | |
| 6. | Culturally-appropriate activities and examples (CC.6) | 3 | | | | |
| 7. | Assignments encourage student interaction with family and community (CC.7) | 3 | | | | |
| 8. | Credentialed health education teachers (CC.8) | 3 | | | | |
| 9. | Professional development in health education (CC.9) | 3 | | | | |
| 10. | Professional development in delivering curriculum (CC.10) | 3 | | | | |
| 11. | Professional development in classroom management techniques (CC.11) | | 2 | | | |
| 12. | Essential topics on preventing unintentional injuries and violence (S.1) | | 2 | | | |
| 13. | Essential topics on physical activity (PA.1) | | 2 | | | |
| 14. | Essential topics on healthy eating (N.1) | | 2 | | | |
| 15. | Essential topics on preventing tobacco use (T.1) | | 2 | | | |
| 16. | Essential topics on alcohol and other drug use (AOD.1) | | 2 | | | |
| 17. | Essential topics on chronic health conditions awareness (CHC.1) | | 2 | | | |
| 18. | Essential topics for preventing HIV, other STD, and pregnancy (SH.1) | | 2 | | | |
| 19. | Professional development in delivery of sexual health curriculum (SH.2) | | 2 | | | |

Total 48/57
Points/Maximum
Points
Module 2 score 84%

Step 1: Identify Strengths and Weaknesses

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

| # | Strengths |
|---|--|
| 1 | Booneville High School requires students to have one half credit of physical education and health. |
| 2 | Booneville High School's PE/Health teachers are certified. |

Weaknesses

| # | Weaknesses |
|---|--|
| 1 | Booneville High School does not address topics on chronic health conditions awareness. |
| 2 | Essential topics for preventing HIV, other STD, and pregnancy (SH.1) |

Step 2: Recommended Actions

Action 1

Is Action 1 a top priority? Yes

Weakness(es)

- 1) Booneville High School does not address topics on chronic health conditions awareness.
- 2) .Essential topics for preventing HIV, other STD, and pregnancy (SH.1)

Recommended action

Booneville High School will consider using CDC's Health Education Curriculum Analysis Tool (HECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. Health teachers will be encouraged to review all topics for preventing HIV, other STD's, and pregnancy to ensure all topics are covered for students.

Rankings which best describe the action

- Importance 5 = Very Important
 - Cost 5 = Very Inexpensive
 - Time 4 = Somewhat Minimal Time
 - Commitment 3 = Neither Unenthusiastic or Enthusiastic
 - Feasibility 5 = Very Easy
- Total Points: 22

Content source: National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health, School Health Branch

School Health Index (SHI)

Your School's SHI: Booneville High

SHI Edition: SHI 2017 (7th Edition) Created: 09/19/2018 Last Activity: 10/15/2019

Modules/Questions Overall Scorecard Plan for Improvement

Module 3: Physical Education and Physical Activity Programs

 Export Module (3) - Summary

Summary

 Export All Modules - Summary

Summary Of Questions Completed in Module 3

| # | Criteria | Fully In Place | Partially In Place | Under Development | Not In Place | Does not Apply |
|-----|---|----------------|--------------------|-------------------|--------------|----------------|
| 1. | 225 minutes of physical education per week (PA.1) | | | 1 | | |
| 2. | Years of physical education (PA.2) | | | 1 | | |
| 3. | Time requirement for length of physical education class (PA.3) | | 2 | | | |
| 4. | Adequate teacher/student ratio (PA.4) | 3 | | | | |
| 5. | Sequential physical education curriculum consistent with standards (PA.5) | 3 | | | | |
| 6. | Information and materials for physical education teachers (PA.6) | | 2 | | | |
| 7. | Physical education grading (PA.7) | 3 | | | | |
| 8. | Prohibit exemptions or waivers for physical education (PA.8) | | 2 | | | |
| 9. | Substitutions for physical education (PA.9) | | 2 | | | |
| 10. | Students active at least 50% of class time (PA.10) | 3 | | | | |
| 11. | Individualized physical activity and fitness plans (PA.11) | | | | 0 | |
| 12. | Health-related physical fitness (PA.12) | 3 | | | | |
| 13. | Promote community physical activities (PA.13) | | | | 0 | |
| 14. | Licensed physical education teachers (PA.14) | 3 | | | | |
| 15. | Address special health care needs (PA.15/CHC.1) | 3 | | | | |
| 16. | Physical education safety practices (PA.16/CHC.2/S.1) | | 2 | | | |
| 17. | Professional development for teachers (PA.17) | 3 | | | | |
| 18. | Professional development for classroom teachers (PA.18) | | | 1 | | |

| | | | | | | |
|----------------------|--|-----------|-----------|----------|----------|----------|
| 19. | Participation in intramural programs or physical activity clubs (PA.19) | | | 1 | | |
| 20. | Availability of interscholastic sports (PA.20) | 3 | | | | |
| 21. | Promotion or support of walking and bicycling to and/or from school (PA.21) | | | 1 | | |
| 22. | Availability of before- and after-school physical activity opportunities (PA.22) | | | | 0 | |
| 23. | Availability of physical activity breaks in classrooms (PA.23) | | | | 0 | |
| 24. | Adequate physical activity facilities (PA.24) | 3 | | | | |
| 25. | Training requirements for sports coaches (PA.25) | 3 | | | | |
| 26. | Physical activity facilities meet safety standards (PA.26/S.2) | 3 | | | | |
| 27. | Athletics safety requirements (PA.27/S.3) | 3 | | | | |
| Column Totals | | 39 | 10 | 5 | 0 | - |

Total 54/81
Points/Maximum
Points
Module 3 score 67%

Step 1: Identify Strengths and Weaknesses

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

| # | Strengths |
|---|--|
| 1 | Coaches monitor students to ensure safety requirements are met. |
| 2 | Coaches participate every year in professional development according to state training requirements. |

Weaknesses

| # | Weaknesses |
|---|---|
| 1 | Teachers do not currently suggest students get involved in various community activities that promote physical activity. |
| 2 | Teachers do not currently suggest students become involved in intramural sports. |

Step 2: Recommended Actions

Action 1

Is Action 1 a top priority? Yes

Weakness(es)

1) Teachers do not currently suggest students get involved in various community activities that promote physical activity.

2) Teachers do not currently suggest students become involved in intramural sports.

Recommended action

Students could learn about community events that help promote physical activity through the notification centers located throughout common areas.

Rankings which best describe the action

| | |
|------------------|--|
| Importance | 4 = Somewhat Important |
| Cost | 5 = Very Inexpensive |
| Time | 5 = Very Minimal Time |
| Commitment | 3 = Neither Unenthusiastic or Enthusiastic |
| Feasibility | 5 = Very Easy |
| Total Points: 22 | |

Action 2

Is Action 2 a top priority? Yes

1) Teachers do not currently suggest students become involved in intramural sports.

Recommended action

Teachers could direct students' attention to notifications from the community.

Rankings which best describe the action

| | |
|------------------|--|
| Importance | 4 = Somewhat Important |
| Cost | 5 = Very Inexpensive |
| Time | 5 = Very Minimal Time |
| Commitment | 3 = Neither Unenthusiastic or Enthusiastic |
| Feasibility | 5 = Very Easy |
| Total Points: 22 | |

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Content source: National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health, School Health Branch

School Health Index (SHI)

Your School's SHI: Booneville High

SHI Edition: SHI 2017 (7th Edition) Created: 09/19/2018 Last Activity: 10/15/2019

Modules/Questions Overall Scorecard Plan for Improvement

Module 10: Family Engagement

 Export Module (10) - Summary

Summary

 Export All Modules - Summary

Summary Of Questions Completed in Module 10

| # | Criteria | Fully in Place | Partially in Place | Under Development | Not in Place | Does not Apply |
|---------------|---|----------------|--------------------|-------------------|--------------|----------------|
| 1. | Communication with families (CC.1) | 3 | | | | |
| 2. | Parenting strategies (CC.2) | | 2 | | | |
| 3. | Family engagement in school decision making (CC.3) | | 2 | | | |
| 4. | Family volunteers (CC.4) | | 2 | | | |
| 5. | Family engagement in learning at home (CC.5) | | 2 | | | |
| 6. | Family access to school facilities (CC.6) | | 2 | | | |
| 7. | Professional development on family engagement strategies (CC.7) | 3 | | | | |
| 8. | Professional development to assist parents seeking services (CC.8) | | | 1 | | |
| 9. | School health updates for families (CC.9) | | 2 | | | |
| 10. | Student and family involvement in the school meal programs and other foods and beverages sold, served and offered on school campus. (N.1) | | | | 0 | |
| Column Totals | | 6 | 12 | 1 | 0 | - |

Total 19/30
 Points/Maximum
 Points
 Module 10 score 63%

Step 1: Identify Strengths and Weaknesses

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

| # | Strengths |
|---|---|
| 1 | Communication with families (CC.1) |
| 2 | Professional development on family engagement strategies (CC.7) |

Weaknesses

| # | Weaknesses |
|---|--|
| 1 | Parenting strategies (CC.2) |
| 2 | Family engagement in school decision making (CC.3) |

Step 2: Recommended Actions

Action 1

Is Action 1 a top priority? Yes

Weakness(es)

- 1) Parenting strategies (CC.2)

Recommended action

Provide professional development for family engagement strategies.

Rankings which best describe the action

- Importance 4 = Somewhat Important
 - Cost 5 = Very Inexpensive
 - Time 5 = Very Minimal Time
 - Commitment 4 = Somewhat Enthusiastic
 - Feasibility 3 = Neither Difficult or Easy
- Total Points: 21

Action 2

Is Action 2 a top priority? Yes

- 1) Family engagement in school decision making (CC.3)

Recommended action

Create surveys for parents to be more actively engaged in the decision making.

Rankings which best describe the action

- Importance 4 = Somewhat Important
 - Cost 5 = Very Inexpensive
 - Time 2 = Somewhat Time Consuming
 - Commitment 3 = Neither Unenthusiastic or Enthusiastic
 - Feasibility 4 = Somewhat Easy
- Total Points: 18

School Health Index (SHI)

Your School's SHI: Booneville High

SHI Edition: SHI 2017 (7th Edition) Created: 09/19/2018 Last Activity: 10/15/2019

Modules/Questions Overall Scorecard Plan for Improvement

Module 11: Community Involvement

 Export Module (11) - Summary

Summary

 Export All Modules - Summary

Summary Of Questions Completed in Module 11

| # | Criteria | Fully in Place | Partially in Place | Under Development | Not in Place | Does not Apply |
|---------------|---|----------------|--------------------|-------------------|--------------|----------------|
| 1. | Community involvement in school decision making (CC.1) | | 2 | | | |
| 2. | Community volunteers (CC.2) | | 2 | | | |
| 3. | Community involvement in school health initiatives (CC.3) | 3 | | | | |
| 4. | Community-wide health promotion events (CC.4) | 3 | | | | |
| 5. | Out-of-school programs (CC.5) | 3 | | | | |
| 6. | Community involvement in improving student health (CC.6) | 3 | | | | |
| 7. | Student involvement with community organizations (CC.7) | | 2 | | | |
| 8. | Partnerships with community healthcare providers (CC.8) | 3 | | | | |
| 9. | Agreement with community partners (CC.9) | | | | | n/a |
| Column Totals | | 15 | 6 | 0 | 0 | - |

Total 21/24
 Points/Maximum
 Points
 Module 11 score 88%

Step 1: Identify Strengths and Weaknesses

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

| # | Strengths |
|---|-----------|
| | |

1 BHS partners with local community organizations to engage students in health promotion activities.

Weaknesses

| # | Weaknesses |
|---|---|
| 1 | BHS does not have a formal process to recruit, train, or involve community members as volunteers to enrich school health and safety programs. |

Step 2: Recommended Actions

Action 1

Is Action 1 a top priority? No

Weakness(es)

1) BHS does not have a formal process to recruit, train, or involve community members as volunteers to enrich school health and safety programs.

Recommended action

BHS will work to create a process by which they recruit, train, and involve community members as volunteers to enrich school health and safety programs.

Rankings which best describe the action

| | |
|------------------|--|
| Importance | 4 = Somewhat Important |
| Cost | 5 = Very Inexpensive |
| Time | 2 = Somewhat Time Consuming |
| Commitment | 3 = Neither Unenthusiastic or Enthusiastic |
| Feasibility | 2 = Somewhat Difficult |
| Total Points: 16 | |

< Previous

Continue

Content source: National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health, School Health Branch

| | | |
|--|--|--|
| Property of BOONEVILLE SCHOOL DISTRICT E011024 | PROPERTY OF BOONEVILLE SCHOOL DISTRICT E010654 | PROPERTY OF BOONEVILLE SCHOOL DISTRICT E010415 |
| <i>computer</i> CPU 2013-05-2607 | Projector 8801136FB | Printer CNRC69L4JT |
| PROPERTY OF BOONEVILLE SCHOOL DISTRICT H021354 | Property of BOONEVILLE SCHOOL DISTRICT E011017 | Property of BOONEVILLE SCHOOL DISTRICT E011162 |
| CPU 2014-06-7545 | CPU 2013-05-2612 | CPU 2013-05-2583 |
| Property of BOONEVILLE SCHOOL DISTRICT E011050 | Property of BOONEVILLE SCHOOL DISTRICT E011206 | PROPERTY OF BOONEVILLE SCHOOL DISTRICT E010732 |
| CPU 2013-05-2618 | CPU 2015-05-4575 | Document Camera |
| Property of BOONEVILLE SCHOOL DISTRICT E011066 | Property of BOONEVILLE SCHOOL DISTRICT E011067 | PROPERTY OF BOONEVILLE SCHOOL DISTRICT E010688 |
| CPU 2013-05-2595 | CPU 2013-05-2570 | Projector 9400020FB |
| PROPERTY OF BOONEVILLE SCHOOL DISTRICT E010872 | | |
| Projector 3700254FA | | |
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GROSS

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E

Booneville School District
Inventory Counting Sheet
State and Federal
\$1000 or More

| Item Description | Inventory # | Serial # | Fund Code | Cost | Class Code | Purchase Date | A | W | H | Bldg | Room # |
|-----------------------|---------------------|----------|-----------|------|------------|---------------|----|---|---|------|--------|
| Computers; projector; | See attached sheets | | | | | | II | 2 | A | | |
| Printer; | | | | | | | | | | | |
| Document | | | | | | | | | | | |
| Camera; | | | | | | | | | | | |
| Projector | | | | | | | | | | | |
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P.O.#:
Date:

*ACTION

*WHY

*HOW

- I) NEW
- II) Delete
- III) Reassign

- 1) Worn / Obsolete
- 2) Obsolete
- 3) Other _____

- A) Disposed as junk
- B) Traded in on New
- C) Sold at fair price
- D) Other _____

Dusty Makera 6/24/2020
Signature and Technology Coordinator Signature of Inventory Administrator

_____ _____
Date Inventory was tagged/moved Date Inventory was added to database

