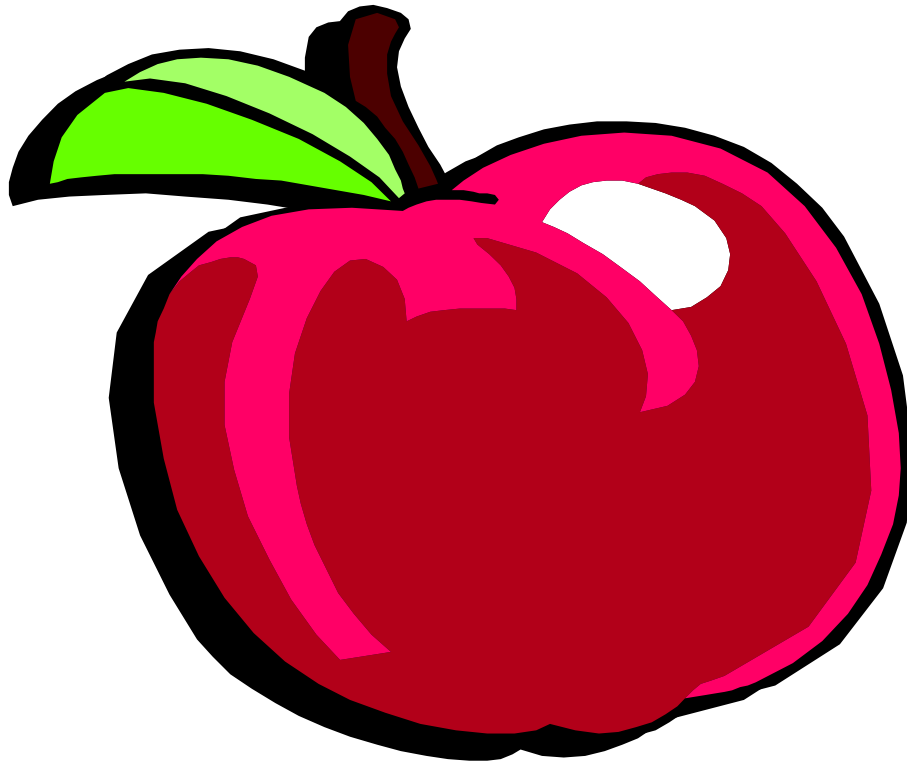


# **A MODEL SURVEY**

## **HEALTHY SCHOOLS MAKE SENSE: EVALUATING YOUR SCHOOL HEALTH PROGRAM**



**Published by:  
The Virginia Department of Education  
P. O. Box 2120  
Richmond, Virginia 23216-2120**

# HEALTHY SCHOOLS MAKE SENSE: Evaluating Your School Health Program



## **Background**

This model survey is based on the paradigm of a coordinated school health program developed by Diane Allensworth and Lloyd Kolbe<sup>1</sup> and further supported by authors in the book “*Health is Academic: A Guide to Coordinated School Health Programs.*”<sup>2</sup> This model proposes that there are eight components of a coordinated school health program. These components include health environment, health services, physical education, health education, staff health promotion, school and community involvement, school nutrition and food services, and counseling, psychological, and social services.

If school health programs are to reach their full potential, administrative support is critical to the process. It is important that administrators at all levels be acquainted with contemporary knowledge, tools, and methods to promote collaboration and carry out activities or duties related to school health programs. Administrative support is important in coordinating activities in each of these eight component areas. Systematically coordinating activities in each of these areas represents the schools’ best chance to support and enhance the health and learning of students and teachers.

## **Purpose**

This survey is designed to help school personnel develop and evaluate a profile of their school(s) health program as a source of health promotion for students and teachers.

## **Instructions**

This survey of health programs may be completed for an entire school division, or a separate survey may be completed for each school within the division. However, more accurate information may be available if separate building-level questionnaires are completed and then aggregated for a school division profile.

Answer all the questions and then follow the instructions at the end of the section to summarize the results. A judgment will be necessary in many cases because the questions are answered with a Yes, In Progress, or No.

Instructions at the end of each section will describe how to create a percentage score. Please enter the percentage score for each section in the appropriate spaces on page 30 and 31.

---

1 Allensworth, D., and Kolbe, L.: The Comprehensive School Health Program: Exploring an Expanded Concept. *Journal of School Health*, 57:409, 1987.

2 Marx, E., Wooley, S. F., and Northrup, D.: Health is Academic: A Guide to Coordinated School Health Programs. Teachers College Press: Columbia University, N. Y., 1998.



## **A. ADMINISTRATIVE SUPPORT**

This section asks questions to examine the extent and the degree of administrative support for the schools' health programs. Administrative support comes from the school board, the school division's central office, and the building-level administration. Administrative support is visible in clear management of the schools' comprehensive health promotion activities.

---

- |   |                          |
|---|--------------------------|
| 1. Does the school division have an advisory committee that includes a <b>variety</b> of school and community representatives?  | Yes<br>In Progress<br>No |
| 2. Does the school division have a staff person designated as the health coordinator or health program manager?   | Yes<br>In Progress<br>No |
| 3. Is there a separate budget for special health promotion activities for students and/or staff?  | Yes<br>In Progress<br>No |
| 4. Does the school division have a set of health goals for students?  | Yes<br>In Progress<br>No |
| 5. Does the school division have a set of health goals for staff?   | Yes<br>In Progress<br>No |
| 6. Does the administration provide staff development activities for all teachers in health issues as well as staff development activities for health education teachers?  | Yes<br>In Progress<br>No |
| 7. Does the administration include the school nurse and/or other health professionals (physician, nurse practitioner, physical therapist, occupational therapist, speech language pathologist, and audiologist) as a resource in providing health instruction for students and staff? | Yes<br>In Progress<br>No |
| 8. Are community and parent representatives involved in helping the schools with their health programs?   | Yes<br>In Progress<br>No |
| 9. Does the administration evaluate health-related needs of staff, students, and/or family at least once every two years?   | Yes<br>In Progress<br>No |
| 10. Does the administration evaluate the programmatic needs of staff members and students?  | Yes<br>In Progress<br>No |

- |  |                          |
|--|--------------------------|
| 11. Has the school division developed an implementation plan for the coordinated school health program?  | Yes<br>In Progress<br>No |
| 12. Are district funds allotted for all aspects of the school division's health program?   | Yes<br>In Progress<br>No |
| 13. Are outside funding sources identified to help implement a local coordinated school health program?  | Yes<br>In Progress<br>No |
| 14. Is the school board briefed annually about the status of student health and the student health issues confronting teachers and related services staff? | Yes<br>In Progress<br>No |
| 15. Are the school board's health-related policies combined in a separate document and made available to teachers and staff?                               | Yes<br>In Progress<br>No |



## Interpretation:

1. How many **Yes** answers were marked in this section? \_\_\_\_\_  
(Multiply the number of **Yes** responses by two and record it on the line)
2. How many **In Progress** answers were marked in this section? \_\_\_\_\_  
(Give yourself one point for each **In Progress** response)
3. Total of Line 1 + Line 2 from above: \_\_\_\_\_

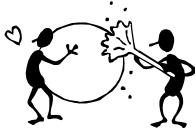
Use the table below to convert the number of **Yes/In Progress** answers (Total in Line 3) to a percentage score and enter percentage score here: \_\_\_\_\_

Enter the percentage score in the table under Administrative Support on page 30.

<u># Yes/ In Progress</u>	<u>Percentage Score</u>	<u># Yes/ In Progress</u>	<u>Percentage Score</u>	<u># Yes/ In Progress</u>	<u>Percentage Score</u>
1	3%	11	37%	21	70%
2	7%	12	40%	22	73%
3	10%	13	43%	23	77%
4	13%	14	47%	24	80%
5	17%	15	50%	25	83%
6	20%	16	53%	26	87%
7	23%	17	57%	27	90%
8	27%	18	60%	28	93%
9	30%	19	63%	29	97%
10	33%	20	67%	30	100%



## **B. COMPREHENSIVE SCHOOL HEALTH PROGRAM COMPONENTS**



### **I. School Health Environment**

A healthy school environment includes the physical, social, and psychological surroundings where students, faculty, and staff work. It should be a safe area conducive to learning. School administrators and staff should determine which environmental factors have positive effects on students' well-being and enhance those factors. Also, factors that hinder student well-being should be identified and strategies developed to eliminate those factors. State and local policies and regulations provide direction for schools on how to address potential situations that may contribute to injury or physical illness. Further, the School Safety Audit protocol (§22.1-278.1) addresses many of the items identified below.

---

16. Do all classrooms and other teaching areas present a satisfactory physical environment for learning (adequate light, air circulation, no excessive noise)?	Yes In Progress No
17. Is all classroom equipment, including chairs and tables, in good condition, functional, and age appropriate?	Yes In Progress No
18. Does the school present a positive emotional climate conducive to learning and personal growth for all students?	Yes In Progress No
19. Are all facilities used by students completely accessible to persons with disabilities?	Yes In Progress No
20a. Are all buildings smoke-free? (If "yes" go to question 21. If "no" go to question 20b.)	Yes In Progress No
20b. If all buildings are not smoke-free, do designated smoking areas comply with the Virginia Indoor Clean Air Act §15.2-2800-2810?	Yes In Progress No
21. Are all students' washrooms and toilets provided with an adequate supply of soap, disposable towels or electric hand dryer, and toilet paper?	Yes In Progress No

- |   |                          |
|---|--------------------------|
| 22. Is there an established policy for the inspection of all buildings for safety practices and procedures?   | Yes<br>In Progress<br>No |
| 23. Are safety inservice programs conducted for all faculty and staff at least once a year (for example, crisis management, diffusing conflicts, cleaning up chemical spills, dealing with bomb threats, evaluating playground safety)? | Yes<br>In Progress<br>No |
| 24. Are plans for building evacuation for fire and other disasters clearly posted indicating procedures to follow?  | Yes<br>In Progress<br>No |
| 25. Are fire or smoke alarms and fire extinguishers functional, with up-to-date inspections?  | Yes<br>In Progress<br>No |
| 26. Are fire drills held as required by §22.1-137 of the Code of Virginia?  | Yes<br>In Progress<br>No |
| 27. Are evacuation drills related to bomb threats and hostage situations held as required by §18.2-83 of the Code of Virginia?  | Yes<br>In Progress<br>No |
| 28. Do all school personnel know the location of emergency pull stations?   | Yes<br>In Progress<br>No |
| 29. Are all persons trained in Standard Precautions procedures, and is a plan in place and followed?  | Yes<br>In Progress<br>No |
| 30. Is a Standard Precautions kit available in every classroom? (A Standard Precautions kit should contain gloves and materials for handling body fluids.)  | Yes<br>In Progress<br>No |
| 31. Is the environment inside the school kept clean and well-maintained?  | Yes<br>In Progress<br>No |
| 32. Are the school grounds maintained year round to ensure safety?  | Yes<br>In Progress<br>No |

33. Is playground equipment inspected and repaired routinely and does it comply with recommended safety playground guidelines provided by the Department of Education? Yes  
In Progress  
No
34. Is a specific individual charged with the responsibility of monitoring the school environment (buildings and grounds) for all matters related to the health of student and school personnel? Yes  
In Progress  
No



### Interpretation:

1. How many **Yes** answers were marked in this section? \_\_\_\_\_  
*(Multiply the number of Yes responses by two and record it on the line)*
2. How many **In Progress** answers were marked in this section? \_\_\_\_\_  
*(Give yourself one point for each In Progress response)*
3. Total of Line 1 + Line 2 from above: \_\_\_\_\_

Use the table below to convert the number of **Yes/In Progress** answers (Total in Line 3) to a percentage score and enter percentage score here: \_\_\_\_\_

Enter the percentage score in the table under School Health Environment on page 30.

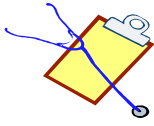
<u># Yes/ In Progress</u>	<u>Percentage Score</u>	<u># Yes/ In Progress</u>	<u>Percentage Score</u>	<u># Yes/ In Progress</u>	<u>Percentage Score</u>
1	3%	14	37%	27	71%
2	5%	15	39%	28	74%
3	8%	16	42%	29	76%
4	11%	17	45%	30	79%
5	13%	18	47%	31	82%
6	16%	19	50%	32	84%
7	18%	20	53%	33	87%
8	21%	21	55%	34	89%
9	24%	22	58%	35	92%
10	26%	23	61%	36	95%
11	29%	24	63%	37	97%
12	32%	25	66%	38	100%

13

34%

26

68%



## II. School Health Services

School health services promote optimal health and improved educational achievement for students in pre-kindergarten through the twelfth grade. It includes those things a school does for its students to assist in the early detection of health problems that may interfere with learning. The school health services also include actions the school takes to assist students with special health needs to obtain the full benefits of the school's educational programs. The appropriate appraisal, prevention, and remediation services may be provided by nurses, physicians, dentists, health educators, teachers, social workers, or other allied health personnel.

---

- |   |                          |
|---|--------------------------|
| 35. Does your school provide regular screening programs by qualified nurses or other certified/qualified professionals? (If you answered Yes or In Progress continue to question 35. If you answered No skip to question 43). | Yes<br>In Progress<br>No |
| If yes, do the screenings include:  |                          |
| 36. Hearing   | Yes<br>In Progress<br>No |
| 37. Vision  | Yes<br>In Progress<br>No |
| 38. Scoliosis   | Yes<br>In Progress<br>No |
| 39. Blood pressure  | Yes<br>In Progress<br>No |
| 40. Dental  | Yes<br>In Progress<br>No |
| 41. Is screening equipment maintained in good condition and calibrated annually?  | Yes<br>In Progress<br>No |
| 42. Is the screening activity explained to students'?   | Yes<br>In Progress<br>No |
| 43. Is there an established procedure for following up with students/parents who have not acted on the screening recommendation within 30 days?   | Yes<br>In Progress<br>No |

- |   |                          |
|---|--------------------------|
| 44. Is there an established follow-up procedure to refer students who need special services?  | Yes<br>In Progress<br>No |
| 45. Is there an established liaison with community agencies to assist in obtaining needed services for students?  | Yes<br>In Progress<br>No |
| 46. Is there an established procedure for teachers to identify and refer needy students to a team of counselors, psychologist, social workers, or nurses for recommended remedial action?   | Yes<br>In Progress<br>No |
| 47. Are you in compliance with the Code of Virginia §22.1-274 E: “Each school board shall ensure that, in school buildings with an instructional and administrative staff of ten or more, (i) at least two employees have current certification in CPR or have received training, within the last two years, in emergency first aid and CPR and (ii) if one or more students diagnosed as having diabetes attend such school, at least two employees have been trained in the administration of insulin and glucagon...”? | Yes<br>In Progress<br>No |
| 48. Is there an adequately equipped clinic that provides a private, quiet place for sick or injured students?   | Yes<br>In Progress<br>No |
| 49. Does the school maintain current immunization records on all students?  | Yes<br>In Progress<br>No |
| 50. Does the school refer students with incomplete immunization records to the health department to receive necessary immunizations?  | Yes<br>In Progress<br>No |
| 51. Does the school system have clear procedures for forwarding students’ health records to the new schools when students’ move or transfer?  | Yes<br>In Progress<br>No |
| 52. Does the school maintain a current file on the special medical needs of all students (allergies, special emergency needs)?  | Yes<br>In Progress<br>No |
| 53. Does the school have a contagious disease policy, which includes infectious disease control procedures, that is known to all staff members?   | Yes<br>In Progress<br>No |

54. Does the school have an HIV/AIDS policy that is known to all teachers? Yes  
In Progress  
No
55. Does the administration take steps to ensure that the contagious disease control procedures are adhered to at all times? Yes  
In Progress  
No
56. Does the school conduct annual inservice programs to ensure that all staff members know the school's policies on significant contagious diseases/HIV/AIDS and alcohol and other drugs? Yes  
In Progress  
No
57. Is there an established policy that allows any competent adult to activate the 9-1-1 Emergency Medical Services System for a child who is sick or injured that does NOT involve other notification or delay in access to emergency care? Yes  
In Progress  
No



## Interpretation:

1. How many **Yes** answers were marked in this section? \_\_\_\_\_  
(Multiply the number of **Yes** responses by two and record it on the line)
2. How many **In Progress** answers were marked in this section? \_\_\_\_\_  
(Give yourself one point for each **In Progress** response)
3. Total of Line 1 + Line 2 from above: \_\_\_\_\_

Use the table below to convert the number of **Yes/In Progress** answers (Total in Line 3) to a percentage score and enter percentage score here: \_\_\_\_\_

Enter the percentage score in the table under School Health Services on page 30.

<u># Yes/ In Progress</u>	<u>Percentage Score</u>	<u># Yes/ In Progress</u>	<u>Percentage Score</u>	<u># Yes/ In Progress</u>	<u>Percentage Score</u>
1	2%	17	37%	33	72%
2	4%	18	39%	34	74%
3	7%	19	41%	35	76%
4	9%	20	43%	36	78%
5	11%	21	46%	37	80%
6	13%	22	48%	38	83%
7	15%	23	50%	39	85%
8	17%	24	52%	40	87%
9	20%	25	54%	41	89%
10	22%	26	57%	42	91%
11	24%	27	59%	43	93%
12	26%	28	61%	44	96%
13	28%	29	63%	45	98%
14	30%	30	65%	46	100%
15	33%	31	67%		
16	35%	32	70%		



### III. School Physical Education

Physical education classes provide an opportunity for school personnel to use movement and instruction to maintain cardiovascular and respiratory efficiency, provide opportunities for self-expression and social development, relieve stress, and enhance learning. A quality physical education program is essential to the coordination, flexibility, and muscle stamina of students. Additionally, adequate exercise enhances the attention span by increasing the flow of oxygen to brain cells. Physical education classes are an important element of a school's health program.

---

- |   |                              |
|---|------------------------------|
| 58. Are there written physical education goals and objectives for grades K-12?  | Yes<br>In Progress<br>No     |
| 59. Is physical education required of all students in all grades in your school?  | Yes<br>In Progress<br>No     |
| 60. Do discussions in physical education classes illustrate the value of class activities to personal health?                   | Yes<br>In Progress<br>No     |
| 61. Do physical education classes include homework focused on the benefits of physical activity?                                | Yes<br>In Progress<br>No     |
| 62. Do physical education classes earn students a grade of the same kind given for other academic subject?                      | any Yes<br>In Progress<br>No |
| 63. Do all physical education teachers exhibit personal fitness and exemplify the objectives of the physical education program? | Yes<br>In Progress<br>No     |
| 64. Does the school have a policy prohibiting the substitution of other courses or activities for physical education classes?   | Yes<br>In Progress<br>No     |
| 65. Are all teachers of physical education classes endorsed to teach physical education?  | Yes<br>In Progress<br>No     |

- |  |                          |
|--|--------------------------|
| 66. Does the school/school division provide opportunities (in-class or after-school) for students to participate in at least 30 minutes of vigorous exercise three times per week during both semesters of each year?  | Yes<br>In Progress<br>No |
| 67. Are students given adequate time and sufficient practice attempts to acquire concepts and skills at a competency level?  | Yes<br>In Progress<br>No |
| 68. Do physical education classes teach skills beyond those associated with the school's athletic program?   | Yes<br>In Progress<br>No |
| 69. Are individualized and/or adaptive physical education programs provided to assist students who are not able to perform in regular physical education classes?  | Yes<br>In Progress<br>No |
| 70. Do experiences and strategies allow for the inclusion of all students regardless of the level of capability, gender, disability, and racial or ethnic group?   | Yes<br>In Progress<br>No |
| 71. Do all physical education classes focus on developing students' flexibility, strength, and endurance?  | Yes<br>In Progress<br>No |
| 72. Are at least 50 percent of physical education class activities noncompetitive?   | Yes<br>In Progress<br>No |
| 73. Does the school have an adequate facility for conducting physical education classes throughout the school year?  | Yes<br>In Progress<br>No |
| 74. Is there adequate equipment for conducting the physical education program?   | Yes<br>In Progress<br>No |
| 75. Is there coordination between the physical education curriculum and other school curricula (e.g., health, science, work and family studies/life management, math, history and social science, theater, art, language arts, foreign language, and music classes)? | Yes<br>In Progress<br>No |

- |  |                          |
|--|--------------------------|
| 76. Overall, do the school personnel see physical education as critical and co-equal to other elements of a student's educational program?           | Yes<br>In Progress<br>No |
| 77. Is the emphasis in your school's physical education program toward health-related physical fitness and away from athletic ability?               | Yes<br>In Progress<br>No |
| 78. Are assessment strategies based upon clearly defined educational goals?  | Yes<br>In Progress<br>No |
| 79. Do physical education students complete exams at the end of each semester as do students enrolled in other courses?                              | Yes<br>In Progress<br>No |
| 80. Does the school library contain adequate audiovisual materials and printed information to supplement the learning in physical education classes? | Yes<br>In Progress<br>No |
| 81. Are physical fitness and health-related fitness tests administered to students enrolled in physical education classes?                           | Yes<br>In Progress<br>No |



## Interpretation:

1. How many **Yes** answers were marked in this section? \_\_\_\_\_  
(Multiply the number of **Yes** responses by two and record it on the line)
2. How many **In Progress** answers were marked in this section? \_\_\_\_\_  
(Give yourself one point for each **In Progress** response)
3. Total of Line 1 + Line 2 from above: \_\_\_\_\_

Use the table below to convert the number of **Yes/In Progress** answers (Total in Line 3) to a percentage score and enter percentage score here: \_\_\_\_\_

Enter the percentage score in the table under School Physical Education on page 30.

<u># Yes/ In Progress</u>	<u>Percentage Score</u>	<u># Yes/ In Progress</u>	<u>Percentage Score</u>	<u># Yes/ In Progress</u>	<u>Percentage Score</u>
1	2%	17	35%	33	69%
2	4%	18	38%	34	71%
3	6%	19	40%	35	73%
4	8%	20	42%	36	75%
5	10%	21	44%	37	77%
6	13%	22	46%	38	79%
7	15%	23	48%	39	81%
8	17%	24	50%	40	83%
9	19%	25	52%	41	85%
10	21%	26	54%	42	88%
11	23%	27	56%	43	90%
12	25%	28	58%	44	92%
13	27%	29	60%	45	94%
14	29%	30	63%	46	96%
15	31%	31	65%	47	98%
16	33%	32	67%	48	100%



#### IV. School Health Instruction

Instruction is a primary element for enhancing the health of young people. Health education is a sequential instructional program that addresses the physical, mental, emotional, and social dimensions of health for students in kindergarten through grade twelve. This aspect of a coordinated school health program assures that students acquire knowledge about health issues, develop skills needed to support health and fitness, and develop values and attitudes that lead to making healthy choices for life.

---

- |  |                          |
|--|--------------------------|
| 82. Does your school have a written statement of the goals and objectives of its health instruction program?   | Yes<br>In Progress<br>No |
| 83. Are persons teaching middle and high school health education endorsed to teach health?   | Yes<br>In Progress<br>No |
| 84. Have elementary educators teaching health education participated in health education coursework (one class, minimally)?  | Yes<br>In Progress<br>No |
| 85. In health classes do students earn the same type and amount of credit toward graduation as they earn in any other academic subject?  | Yes<br>In Progress<br>No |
| 86. Is health instruction offered for all students in grades K-12?   | Yes<br>In Progress<br>No |
| 87. Do all instructors of health-related issues know what their students were taught in preceding years so each grade level complements and expands the student's knowledge base through sequential instruction? | Yes<br>In Progress<br>No |
| 88. Is there an effective mechanism that ensures clear integration between what is taught in health classes and other subjects in the curriculum?  | Yes<br>In Progress<br>No |
| 89. Do health classes include homework in kind and amount comparable to other subjects?  | Yes<br>In Progress<br>No |

- |   |                          |
|---|--------------------------|
| 90. Is there a survey of student health factors to identify instructional needs?  | Yes<br>In Progress<br>No |
| 91. Does the content of the health curriculum at each grade level clearly relate to the identified needs of the students?           | Yes<br>In Progress<br>No |
| 92. Are assessment strategies based upon clearly defined educational goals?   | Yes<br>In Progress<br>No |
| 93. Does the school have a policy of evaluating its health curriculum at least once every five years?                               | Yes<br>In Progress<br>No |
| 94. Does the school library contain adequate and up-to-date materials and information to supplement learning in the health classes? | Yes<br>In Progress<br>No |
| 95. Is the scope and sequence of the health curriculum known to other teachers at each grade level?                                 | Yes<br>In Progress       |



### Interpretation:

1. How many **Yes** answers were marked for questions 82-95 in this section?  
*(Multiply the number of Yes responses by two and record it on the line)* \_\_\_\_\_
2. How many **In Progress** answers were marked for questions 82-95 in this section?  
*(Give yourself one point for each In Progress response)* \_\_\_\_\_
3. Total of Line 1 + Line 2 from above: \_\_\_\_\_

Use the table below to convert the number of **Yes/In Progress** answers (Total in Line 3) to a percentage score and enter percentage score here: \_\_\_\_\_

Enter the percentage score in the table under School Health Instruction on page 30.

<u># Yes/ In Progress</u>	<u>Percentage Score</u>	<u># Yes/ In Progress</u>	<u>Percentage Score</u>	<u># Yes/ In Progress</u>	<u>Percentage Score</u>
1	4%	11	39%	21	75%
2	7%	12	43%	22	79%
3	11%	13	46%	23	82%
4	14%	14	50%	24	86%
5	18%	15	54%	25	89%
6	21%	16	57%	26	93%
7	25%	17	61%	27	96%
8	29%	18	64%	28	100%
9	32%	19	68%		
10	36%	20	71%		

## Interpretation of Question 95, 96, and 97 for scoring purposes:

Questions 95, 96, and 97 are NOT included in the scores used to create the school profile on page 30 and 31. They are designed to give an overall profile of the health and physical education instruction program at your school.

96. The following questions refer to the integration of instruction on health-related topics across the curriculum. Use the following codes to indicate which other courses integrate health topics. There may be more than one course integrating health and physical education at any grade level. Answer only for those grades served by your school.

- W Work and Family Studies/Life Management course
- S History and Social Science course
- Sc Science course
- M Mathematics course
- E English course
- X for other classes such as Foreign Language, Theater, Art, Music

	K-3	4-6	Middle/Jr. High	Senior High
Injury prevention and safety				
Mental and emotional health				
Disease prevention and control				
Nutrition/ eating disorders				
Tobacco, alcohol and drug use prevention				
Violence prevention/ crisis intervention				
Community and environmental health				
Personal and consumer health				
Family living/ human sexuality education				
Physical health and fitness				
Growth and development				

97. At which grade levels are the following subjects taught? Indicate with a checkmark. Answer only for those grades served by your school.

	K	1	2	3	4	5	6	7	8	9	10	11	12
Injury prevention and safety													
Mental and emotional health													
Disease prevention and control													
Nutrition/ eating disorders													
Tobacco, alcohol, and drug prevention													
Violence prevention/ crisis intervention													
Community and environmental health													
Personal and consumer health													
Family living/ human sexuality education													
Physical health and fitness													
Growth and development													

98. Rate the primary objectives of each grade level of the health instruction program in your school according to the following outcomes. In each grade range, for each of the three domains, rate the focus of your school's health education program as it is now conducted.

Mark a

- 1 for principal focus
- 2 for some focus
- 3 for minor or no focus

	K-3	4-5	Middle/ Jr. High	Senior High
Increasing health knowledge				
Changing health beliefs/ attitudes				
Influencing health behavior				
Increasing overall physical activity				



## V. School-Site Health Promotion Program for Faculty and Staff

School-site health promotion programs provide an important academic and financial benefit for school personnel. Teachers and staff have an opportunity to receive information, maintain and improve their health, and practice healthful skills. Strong staff health programs demonstrate to students that the school is committed to active health promotion.

---

- |   |                          |
|---|--------------------------|
| 99. Does the school's sick-leave policy encourage the early identification and treatment of illness for adults?   | Yes<br>In Progress<br>No |
| 100. Does a school/medical society/community committee exist to explore or oversee the school's adult health promotion activities?  | Yes<br>In Progress<br>No |
| 101. Does your school have a person responsible for the school worksite health promotion program?   | Yes<br>In Progress<br>No |
| 102. Does the school have policies that encourage health promotion activities for faculty and staff (i.e., smoke-free buildings/space, access to lockers and exercise facilities, food service alternatives)? | Yes<br>In Progress<br>No |
| 103. Does your school provide an annual health screening for school personnel?  | Yes<br>In Progress<br>No |
| 104. Can school personnel obtain a personal fitness appraisal from school personnel or from other community-based organizations and agencies?   | Yes<br>In Progress<br>No |
| 105. Are nutritional analysis and counseling available from school personnel or from other community-based organizations and agencies?  | Yes<br>In Progress<br>No |
| 106. If you have a school worksite program, do you provide incentives to encourage participation?   | Yes<br>In Progress<br>No |
| 107. Does the school conduct educational programs addressing health promotion options for school personnel?   | Yes<br>In Progress       |

108. Does the school have an employee assistance program (EAP) that encourages early access to treatment services? Yes  
In Progress  
No
109. Does the school conduct an annual inservice program for all personnel on health promotion and the relationship between health and learning? Yes  
In Progress  
No
110. Do you keep a record regarding activities on health successes of school personnel? Yes  
In Progress  
No



### Interpretation:

1. How many **Yes** answers were marked in this section? \_\_\_\_\_  
*(Multiply the number of Yes responses by two and record it on the line)*
2. How many **In Progress** answers were marked in this section? \_\_\_\_\_  
*(Give yourself one point for each In Progress response)*
3. Total of Line 1 + Line 2 from above: \_\_\_\_\_

Use the table below to convert the number of **Yes/In Progress** answers (Total in Line 3) to a percentage score and enter percentage score here: \_\_\_\_\_

Enter the percentage score in the table under School-site Health Promotion for Faculty and Staff on page 30.

<u># Yes/ In Progress</u>	<u>Percentage Score</u>	<u># Yes/ In Progress</u>	<u>Percentage Score</u>	<u># Yes/ In Progress</u>	<u>Percentage Score</u>
1	4%	9	38%	17	71%
2	8%	10	42%	18	75%
3	13%	11	46%	19	79%
4	17%	12	50%	20	83%
5	21%	13	54%	21	88%
6	25%	14	58%	22	92%
7	29%	15	63%	23	96%
8	33%	16	67%	24	100%



## VI. Parent and Community Involvement

The school is a vital part of any community. Its operation is influenced by the community and it in turn influences the community. Cooperative ventures, open communications, and mutual trust among parents and community are important for a school to be effective in its educational mission.

---

- |   |                          |
|---|--------------------------|
| 111. Does the school division have an advisory board that provides an organized way for parents and community agencies/organizations to address health-related concerns with school administrators and other personnel?   | Yes<br>In Progress<br>No |
| 112. Does the school division encourage/require merging of required health advisory committee boards (i.e., School Health Advisory Board, Safe and Drug Free Schools and Communities Act –SCFSCA—Advisory Board, Commonwealth Alliance for Drug Rehabilitation and Education –CADRE, FLE Community Involvement Team)? | Yes<br>In Progress<br>No |
| 113. Is there ongoing contact between the school and the local health department?   | Yes<br>In Progress<br>No |
| 114. Are the results of ongoing health education, health promotion, and screening programs reported regularly to the community?   | Yes<br>In Progress<br>No |
| 115. Is there an effective network of health-related contacts that ensure the students with special health needs can receive needed services?   | Yes<br>In Progress<br>No |
| 116. Does the school participate in local community health promotion activities such as health fairs?   | Yes<br>In Progress<br>No |
| 117. Does the school actively encourage student participation in community projects and programs designed to promote healthy lifestyles?  | Yes<br>In Progress<br>No |
| 118. Are community members who are health professionals involved in the school's health instruction program?  | Yes<br>In Progress<br>No |

119. Does the school provide training to develop staff skills for collaboration with parents and community agencies/organizations? Yes  
In Progress  
No



**Interpretation:**

1. How many **Yes** answers were marked in this section? \_\_\_\_\_  
*(Multiply the number of Yes responses by two and record it on the line)*
2. How many **In Progress** answers were marked in this section? \_\_\_\_\_  
*(Give yourself one point for each In Progress response)*
3. Total of Line 1 + Line 2 from above: \_\_\_\_\_

Use the table below to convert the number of **Yes/In Progress** answers (Total in Line 3) to a percentage score and enter percentage score here: \_\_\_\_\_

Enter the percentage score in the table under Parent and Community Involvement on page 30.

<u># Yes/ In Progress</u>	<u>Percentage Score</u>	<u># Yes/ In Progress</u>	<u>Percentage Score</u>	<u># Yes/ In Progress</u>	<u>Percentage Score</u>
1	6%	7	39%	13	72%
2	11%	8	44%	14	78%
3	17%	9	50%	15	83%
4	22%	10	56%	16	89%
5	28%	11	61%	17	94%
6	33%	12	67%	18	100%



## VII. School Nutrition Services

The nutrition service programs are an integral part of the schools' coordinated school health program. These programs make a significant contribution to the development of healthy eating habits, to meeting the nutritional needs of students, and to learning.

---

- |  |                          |
|--|--------------------------|
| 120. Do all meals served at the school meet the United States Department of Agriculture/Department of Health and Human Services <i>Dietary Guidelines for Americans</i> ?        | Yes<br>In Progress<br>No |
| 121. Do school nutrition staff members offer menu choices reduced in salt and fat?   | Yes<br>In Progress<br>No |
| 122. Has the school board developed a set of goals and health objectives related to student nutrition that includes food services and foods available throughout the school day? | Yes<br>In Progress<br>No |
| 123. Are school nutrition personnel involved in planning the school's nutrition education curricula?   | Yes<br>In Progress<br>No |
| 124. Does the school nutrition program serve as a resource for nutrition education for students, faculty, administrators, and other school staff members?                        | Yes<br>In Progress<br>No |
| 125. Does a policy exist that determines the nutritional content and availability of snack foods in vending machines, snack boxes, and class parties?                            | Yes<br>In Progress<br>No |
| 126. Are students actively encouraged to wash their hands before eating?   | Yes<br>In Progress<br>No |
| 127. Do school nutrition staff members conduct an annual evaluation of their program, involving students, faculty, and staff?  | Yes<br>In Progress       |

128. Is information on the school nutrition program and nutritional advice a regular feature of the school's communication with parents through such means as menus, pamphlets, and newsletters? Yes  
In Progress  
No

129. Is the school board briefed annually on the school's nutrition program? Yes  
In Progress  
No



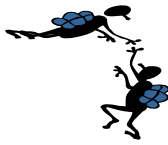
### Interpretation:

1. How many **Yes** answers were marked in this section? \_\_\_\_\_  
*(Multiply the number of Yes responses by two and record it on the line)*
2. How many **In Progress** answers were marked in this section? \_\_\_\_\_  
*(Give yourself one point for each In Progress response)*
3. Total of Line 1 + Line 2 from above: \_\_\_\_\_

Use the table below to convert the number of **Yes/In Progress** answers (Total in Line 3) to a percentage score and enter percentage score here: \_\_\_\_\_

Enter the percentage score in the table under School Nutrition Services on page 30.

<u># Yes/ In Progress</u>	<u>Percentage Score</u>	<u># Yes/ In Progress</u>	<u>Percentage Score</u>	<u># Yes/ In Progress</u>	<u>Percentage Score</u>
1	5%	8	40%	15	75%
2	10%	9	45%	16	80%
3	15%	10	50%	17	85%
4	20%	11	55%	18	90%
5	25%	12	60%	19	95%
6	30%	13	65%	20	100%
7	35%	14	70%		



## VIII. Counseling, Psychological and Social Services (Special Services)

School guidance counselors, school social workers, visiting teachers, and school psychologists are an important part of any school's staff. These professionals can help students with the identification and realization of educational, vocational, and social goals. The degree to which they are actively involved in the school health program will directly influence the quality of the school's health promotion efforts. Counseling, psychology, and social services prepare learners to function more effectively in the educational setting and in the community, society, and culture of their choice.

---

- |  |                          |
|--|--------------------------|
| 130. Does your school have a building-level support team or a student personal services team consisting of at least a guidance counselor, social worker, psychologist, teacher, and an administrator that meets regularly to consider options for students having difficulty in school?  | Yes<br>In Progress<br>No |
| 131. Does your school have a student assistance team or program?   | Yes<br>In Progress<br>No |
| 132. Is there a flow of information about health-related problems being experienced by students (as reported by the guidance counseling, psychological, and social services staff) from the building-level support team or student personal services team to teachers working on the revision and content of health-related curricula? | Yes<br>In Progress<br>No |
| 133. Do special services staff members plan and implement educational and training programs for parents each year?   | Yes<br>In Progress<br>No |
| 134. Are special services staff members involved in health education programs for students?  | Yes<br>In Progress<br>No |
| 135. Is general information on the health problems and conditions of students reported regularly by the school to parents through a school or principal's newsletters?   | Yes<br>In Progress<br>No |
| 136. Are a full range of special services (for example, counseling) available for students with disabilities?  | Yes<br>In Progress<br>No |



137. Is there an identified liaison with community agencies to assist in obtaining needed health services for students?	Yes In Progress No
138. Are community agencies invited to provide support to health instruction?	Yes In Progress No
139. Does the school have a crisis intervention team or established plans and procedures to handle crises such as a student or staff death, suicide, and violence?	Yes In Progress No
140. Do school personnel and community religious leaders communicate regularly on school health issues?	Yes In Progress No
141. Are the special services staff members appropriately credentialed/certified?	Yes In Progress No
142. Can any student get an appointment to see a school guidance counselor, psychologist, or social worker within two days of his or her request?	Yes In Progress No
143. Are school guidance counselors available for providing counseling to students on health issues (minimally) 50 percent of their time?	Yes In Progress No
144. Are there adequate facilities for school guidance counselors, school social workers, and school psychologists to meet privately with students and hold conferences with parents?	Yes In Progress No
145. Are guidance counselors, school social workers, and school psychologists involved in teaching sections of the health curriculum?	Yes In Progress No
146. Are there periodic reviews of the delivery of special services to determine needed improvements?	Yes In Progress No



### Interpretation:

1. How many **Yes** answers were marked in this section? \_\_\_\_\_  
(Multiply the number of **Yes** responses by two and record it on the line)
2. How many **In Progress** answers were marked in this section? \_\_\_\_\_  
(Give yourself one point for each **In Progress** response)
3. Total of Line 1 + Line 2 from above: \_\_\_\_\_

Use the table below to convert the number of **Yes/In Progress** answers (Total in Line 3) to a percentage score and enter percentage score here: \_\_\_\_\_

Enter the percentage score in the table under Counseling, Psychological, and Social Services on page 30.

<u># Yes/ In Progress</u>	<u>Percentage Score</u>	<u># Yes/ In Progress</u>	<u>Percentage Score</u>	<u># Yes/ In Progress</u>	<u>Percentage Score</u>
1	3%	13	38%	25	74%
2	6%	14	41%	26	76%
3	9%	15	44%	27	79%
4	12%	16	47%	28	82%
5	15%	17	50%	29	85%
6	18%	18	53%	30	88%
7	21%	19	56%	31	91%
8	24%	20	59%	32	94%
9	26%	21	62%	33	97%
10	29%	22	65%	34	100%
11	32%	23	68%		
12	35%	24	71%		



## Interpretation:

To help interpret the results of this survey, record the percentage score from each section of the survey under the appropriate heading in the table below. When the table is complete, make a mark at the appropriate percentage point on the graph on page 31 and connect the marks with a line. This will provide a visual school health profile.

### **Table:**

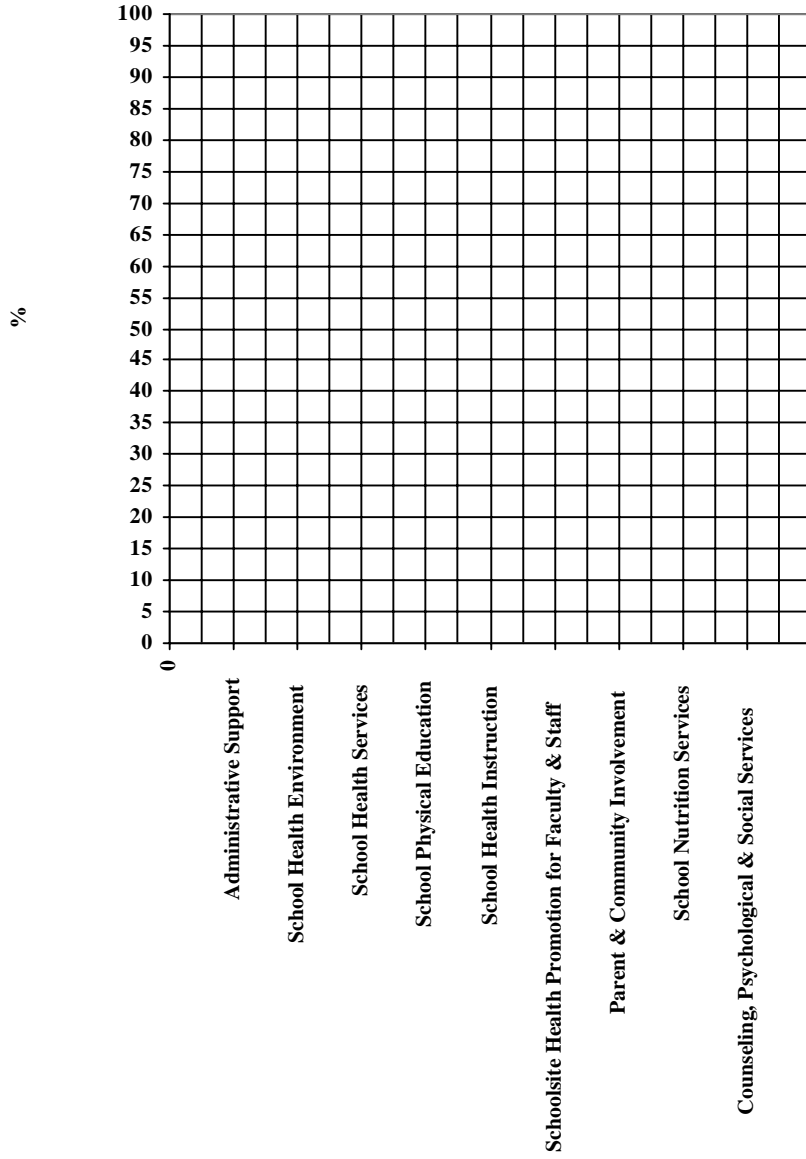
<b><i>Survey Heading</i></b>	<b><i>Percentage Score</i></b>
Administrative Support	%
School Health Environment	%
School Health Services	%
School Physical Education	%
School Health Instruction	%
Schoolsite Health Promotion for Faculty & Staff	%
Parent & Community Involvement	%
School Nutrition Services	%
Counseling, Psychological & Social Services (Special Services)	%

Prioritize the areas of needed attention by considering the magnitude of deviations from 100 percent and the feasibility and likelihood of actions to move the school closer to 100 percent in the next year.



## Interpretation:

### Graph:





## **ACKNOWLEDGMENTS**

Sincere appreciation is expressed to

### **Project Director**

*Fran Anthony Meyer, PhD, CHES*

Comprehensive School Health Specialist  
Virginia Department of Education

### **Project Coordination**

*Chrystyna Kosarchy, PhD, SCES*

Director, Longwood College, Virginia  
Comprehensive Health Education Training and  
Resource Center

*Kristin Adams*

Coordination and Data Specialist, Longwood College

*Elaine Woods*

Health Education Specialist, Longwood College

### **Document Editing and Formatting**

*Fran Anthony Meyer, PhD, CHES*

Comprehensive School Health Specialist, Virginia  
Department of Education

*Joni Carroll, BS*

Project Support Technician, Virginia Department of  
Education

### **Department of Education Review Team**

*H. Douglas Cox*

Director, Office of Specials Education and  
Student Services

*Arlene Cundiff*

Coordinator, Safe and Drug Free Schools Program,  
Office of Compensatory Programs

*Sandra Dofflemyer, EdD*

Principal Specialist, Health and Physical Education

*Amy Edwards*

Medicaid Specialist

*David Boddy*

Director, Facilities Services

*Marsha Ownes*

School Violence Prevention Specialist

*Lissa Power-deFur, PhD*

Associate Director Special Education and  
Student Services

*Gwen Smith, RN, MSN*

School Health Services Specialist

*Marlene Culpepper*

Specialist, School Nutrition Programs

*Donald Fleming, PhD*

School Psychology Specialist

*Don Ayers, PhD*

VDOE Consultant; Board Member, Virginia

Counselors Association Foundation

## HIV/STDs Resources Review Panel

(Longwood College Comprehensive Health Education Training and Resource Center)

<i>Claudia Bates</i>	General Supervisor, Charlotte County Public Schools
<i>Pat Caulkins, RN, BSN, MS</i>	School Nurse/FLE Teacher, Waynesboro City Public Schools
<i>Audrey Church, MS</i>	Library Media Specialist, Lunenburg County Public Schools
<i>Frona Colker, RN, MS</i>	School Health Services Supervisor, Henrico County Public Schools
<i>Frankie Darnall</i>	Virginia Congress of Parents and Teachers
<i>Larry Dunn</i>	Superintendent, Charlotte County Public Schools
<i>Maurice Finney</i>	Assistant Superintendent, Prince Edward County Schools
<i>Tynicia Gee</i>	Middle School Health and Physical Education Teacher, Lunenburg County Public Schools
<i>Charlotte Guynes, PhD, CHES</i>	Assistant Professor, Health Education, Longwood College
<i>Woody Hanes, RN, Med, FNP</i>	Program Director, Virginia Area Health Education Centers
<i>Phyllis Jones, EdD</i>	Counselor, Chesterfield County Public Schools
<i>Linda Koogler, RN, BS</i>	School/Community Health Services Coordinator, Augusta County Public Schools
<i>Chrys Kosarchyn, PhD, CHES</i>	Director, Virginia Comprehensive Health Education Training and Resource Center; Professor, Health Education, Longwood College
<i>Joanne Lapetina, MD, FAAP</i>	Chair, Virginia State Emergency Medical Services Advisory Board
<i>Doug Leftwich, MA</i>	President, COHORT of Roanoke Valley
<i>Reverend Sylvia Meadows</i>	Crenshaw United Methodist Church
<i>Pat Smith, MSN, RN-C, CFNP</i>	School Nurse Coordinator, Spotsylvania County Public Schools

