

# REPORT CARD FOR SCHOOL HEALTH SERVICES



Statewide School Health Services Center  
Student Support Services Team  
New York State Education Department  
Updated February 2006

## IMMUNIZATION POLICY AND PRACTICE

CATEGORY	STATUS OF PROGRAM		
	Below Standards	Meets Standards	Exceeds Standards
<b>IMMUNIZATION STATUS</b>	<p><b>1.1</b> Verbal statements (e.g., by parents, physician offices) are accepted as proof of immunizations.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.1a</b> The students' cumulative health records contain the required certificates of proof or legitimate exceptions.</p> <p><b>2.1b</b> A list that identifies students who are susceptible to vaccine preventable disease(s) is readily accessible in the event of an outbreak.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.1</b> In addition to 2.1a &amp; b, immunization records are computerized on a secure system to monitor the immunization status of each student.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>IMMUNIZATION RECORDS</b>	<p><b>1.2</b> New entrant, transfer, preschooler and kindergartner records are sent for and/or reviewed after starting school.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.2a</b> New entrant, transfer, preschool and kindergarten records are reviewed at registration or prior to starting school.</p> <p><b>2.2b</b> Records are reviewed when student health appraisals are done at grade level for sports and/or working papers.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.2</b> In addition to 2.2a &amp; b, records are reviewed for siblings and other children within the family system prior to registration/entry into school.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>WRITTEN IMMUNIZATION POLICIES</b>	<p><b>1.3a</b> Policies are not available in the district.</p> <p><b>1.3b</b> Policies do not include procedures for counseling, referral, monitoring, exclusions and re-admissions of students.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.3a</b> Policies include procedures for counseling, referral, monitoring, exclusions and re-admission of students.</p> <p><b>2.3b</b> Policies are included in the school district's total plan for the control of communicable disease.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.3</b> In addition to 2.3a &amp; b, policies are reviewed and revised through active collaboration (e.g. administration, health services personnel, health department, parent advisory board).</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>DEPARTMENT OF HEALTH (DOH) IMMUNIZATION SURVEY</b>	<p><b>1.4a</b> The survey is submitted after the required date.</p> <p><b>1.4b</b> Less than 90% of new entrants are immunized.</p> <p><b>1.4c</b> Follow-up procedures are not implemented for those students not properly immunized.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.4a</b> The survey is submitted according to schedule.</p> <p><b>2.4b</b> 90-95% of new entrants are immunized according to NYS mandates and follow-up procedures are implemented for those students not properly immunized.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.4</b> In addition to 2.4a &amp; b, 95-100% of new entrants are immunized according to national recommendations.</p> <p style="text-align: center;"><input type="checkbox"/></p>

## INFECTIOUS/COMMUNICABLE DISEASE CONTROL

CATEGORY	STATUS OF PROGRAM		
	Below Standards	Meets Standards	Exceeds Standards
<b>EXPOSURE CONTROL PLAN (ECP)</b>	<p><b>1.1</b> The school district does not have a written plan of the tasks, procedures and job descriptions for occupational exposure to body fluids.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.1a</b> A written ECP is established and is in compliance with the OSHA/PESH Bloodborne Pathogen Standards.</p> <p><b>2.1b</b> Education and training is based on the educational, literacy and language levels of all employees.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.1</b> In addition to 2.1a &amp; b, health services personnel collaborate with school administrators and other staff to review and revise the ECP on a regular basis.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>INFECTION CONTROL &amp; UNIVERSAL PRECAUTIONS</b>	<p><b>1.2</b> Infection control/universal precaution procedures (e.g., hand washing, cleaning techniques, wearing gloves) are not followed by students and staff.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.2a</b> Health services personnel use appropriate infection control/universal precaution procedures for injuries/accidents involving body fluids.</p> <p><b>2.2b</b> Health services personnel provide information and health counseling regarding infectious diseases to staff, parents and students.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.2</b> In addition to 2.2a &amp; b, health services personnel actively collaborate with administrators, students, parent advisory council and community agencies for the planning and management of the infectious disease program.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>STAFF EDUCATION</b>	<p><b>1.3</b> During the past two years, the school district has provided or made available infection control/universal precautions/"right-to-know" materials.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.3</b> District policies ensure that all school staff including part-time employees and substitutes receive in-service education on infection control/universal precautions/"right-to-know".</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.3</b> In addition to 2.3, educational programs produce significant changes in the attitudes, understanding and behaviors of the staff in regards to health.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>HEALTH PROMOTIONS</b>	<p><b>1.4</b> Health services personnel provide students with health promotion information on a limited basis.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.4</b> Health services personnel act as a resource to school personnel so that health promotion strategies are incorporated into the classroom setting, with a focus on keeping students in school.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.4</b> In addition to 2.4, a comprehensive school health wellness approach (e.g., alcohol and drug use prevention, HIV prevention, suicide, violence and tobacco use prevention) is utilized.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>ATTENDANCE DATA</b>	<p><b>1.5</b> Attendance data is not utilized by health services personnel to identify actual or potential health concerns in the school setting.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.5</b> Attendance data is utilized and reviewed by health services personnel to identify actual or potential health concerns resulting in decreased absenteeism.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.5</b> In addition to 2.5, a mechanism is in place to evaluate the impact of health promotion strategies and programs on absenteeism rates.</p> <p style="text-align: center;"><input type="checkbox"/></p>

## SPECIAL HEALTH CARE NEEDS

CATEGORY	STATUS OF PROGRAM		
	Below Standards	Meets Standards	Exceeds Standards
<b>DEVELOPMENT OF INDIVIDUALIZED HEALTH CARE PLANS (IHCP)</b>	<p><b>1.1</b> Individualized health care plans are not developed for students with complex health conditions or those who need a modification in the school environment.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.1</b> Health services personnel develop IHCP or utilize standardized health care plans for students with complex health conditions and/or those who need modification in the school environment; these serve as a guide for health teaching and counseling.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.1</b> In addition to 2.1, active collaboration among health services personnel, staff, administrators, parents and students occurs to facilitate the student's health plan.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>IHCP PROCESS</b>	<p><b>1.2</b> Health history data, special health care needs and interventions are identified minimally and sporadically on the cumulative health record.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.2a</b> The cumulative health record is thorough and complete and identifies health history data, special health care needs and interventions.</p> <p><b>2.2b</b> The IHCP includes student history, assessment, diagnosis, goals and interventions.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.2</b> In addition to 2.2a &amp; b, the evaluation and revision of the IHCP is ongoing.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>IDENTIFICATION OF STUDENTS AND NEEDS</b>	<p><b>1.3</b> The Committee on Special Education (CSE) or the 504 Committee without input by health services identifies students.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.3</b> Health services personnel develop the health component of the Individualized Educational Program (IEP), and actively participate on the CSE/CPSE and 504 Committee.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.3</b> In addition to 2.3, the school district accesses Medicaid or other insurers for skilled nursing services pursuant to the student's IEP.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>NOTIFICATION OF STUDENTS</b>	<p><b>1.4</b> Health services personnel are notified about students with special health care needs after enrollment.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.4a</b> Health services personnel are notified about health care needs prior to a student's entry into school.</p> <p><b>2.4b</b> Ongoing communication with parents and healthcare providers includes telephone calls, team meetings and home visits.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.4</b> In addition to 2.4a &amp; b, active collaboration occurs to meet needs of students with disabilities (e.g., transportation, adaptive equipment and teaching modifications).</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>STAFF DEVELOPMENT PROGRAMS</b>	<p><b>1.5</b> During the past two years, the school district has provided materials on child abuse.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.5a</b> The school district provides yearly staff development programs on child abuse.</p> <p><b>2.5b</b> The school district provides yearly staff development programs for a) emergency and first aid procedures, and b) special health care needs of students</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.5</b> In addition to 2.5a &amp; b, educational programs produce significant changes in the attitudes, understanding and behaviors of the staff.</p> <p style="text-align: center;"><input type="checkbox"/></p>

## EMERGENCY PROCEDURES

CATEGORY	STATUS OF PROGRAM		
	Below Standards	Meets Standards	Exceeds Standards
<b>EMERGENCY PLAN (STUDENTS/ STAFF)</b>	<p><b>1.1</b> Steps for the management and transportation of ill/injured students/staff are not developed.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.1a</b> Clear direction for implementation of health services related to the management and transportation of ill/injured students/staff is provided.</p> <p><b>2.1b</b> Health Services personnel are part of the school Safety Team (e.g. health services, school health advisory board, administrators and community health agencies) and are involved in development, and annual review of the Emergency Response Plan.</p> <p><b>2.1c</b> Students, parents and school staff are knowledgeable about the school's policies and procedures for emergency care.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.1</b> In addition to 2.1a-c, health services personnel complete the SAVE Training.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>DISASTER PLAN</b>	<p><b>1.2</b> A disaster plan is not formulated and/or does not provide specific actions to follow for a disaster.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.2a</b> Policies, procedures and action plans are developed.</p> <p><b>2.2b</b> The disaster plan is reviewed and updated annually through active collaboration.</p> <p><b>2.2c</b> Students, parents and school staff are knowledgeable about the school's policy and procedures for emergency disaster procedures.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>N/A</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>CURRENT CERTIFICATION (FIRST-AID &amp; CPR)</b>	<p><b>1.3</b> First-aid and CPR certification are not required for the school nurse.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.3</b> First-aid and CPR certification are required for the school nurse and offered to school staff.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.3a</b> In addition to 2.3, multiple staff members are certified in first-aid and CPR.</p> <p><b>3.3b</b> At least one of these staff members is available in the school at all times.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>COMMUNICATION OF AN EMERGENCY</b>	<p><b>1.4</b> Students are the only source used to relay an emergency to health services personnel.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.4a</b> Emergency phone numbers are posted near school phones and kept current.</p> <p><b>2.4b</b> Written first-aid procedures are prominently displayed in the designated high risk/hazardous areas (e.g. health office, food service area, maintenance department).</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.4</b> In addition to 2.4a &amp; b, a public address system (e.g. intercom, pager, phone) to contact appropriate staff is in place.</p> <p style="text-align: center;"><input type="checkbox"/></p>

## EMERGENCY PROCEDURES (continued)

CATEGORY	STATUS OF PROGRAM		
	Below Standards	Meets Standards	Exceeds Standards
<b>EMERGENCY INFORMATION CARDS</b>	<p><b>1.5</b> Home/work telephone numbers for parents and name/telephone numbers of persons to contact when parents cannot be reached are not current.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.5a</b> Emergency information is maintained for all students and is:</p> <ul style="list-style-type: none"> <li>• Readily available to the school nurse</li> <li>• Reviewed annually</li> <li>• Revised immediately when changes occur.</li> </ul> <p><b>2.5b</b> Individual emergency plans are in place for students and staff with potential emergency health needs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.5</b> In addition to 2.5a &amp; b, instructions for emergency care of students and staff are reviewed with designated first-aid providers.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>SAFETY</b>	<p><b>1.6</b> Staff, students and parents are not provided instructions for reporting accidents/injuries.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.6a</b> Reports are completed for all serious accidents/injuries and filed according to school district policy.</p> <p><b>2.6b</b> A safety committee is in place and focuses on prevention, education, provision of emergency care and evaluation and Health Services personnel actively participate on the safety committee.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.6</b> In addition to 2.6a &amp; b, recommendations from the safety committee lead to policy revisions for injury prevention and health promotions.</p> <p><b>3.7</b> In addition, school health personnel complete the UVIR training</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>SCHOOL ENVIRONMENT</b>	<p><b>1.7</b> Policies and procedures for environmental issues are not developed.</p> <p><b>1.7b</b> The school environment is not inspected on a regular basis.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.7a</b> Policies and procedures are in place to address environmental issues.</p> <p><b>2.7b</b> Inspection of buildings, grounds, facilities, equipment and programs occur on a regular basis.</p> <p><b>2.7c</b> School health services personnel provide health counseling/education to staff and students about environmental health issues.</p> <p><b>2.7d</b> A system is in place to address concerns/issues about air quality and other environmental issues.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.7</b> In addition to 2.7a-d, active collaboration occurs among health services, health education and environmental services to promote a safe and healthy environment for students and staff.</p> <p style="text-align: center;"><input type="checkbox"/></p>

## ADMINISTRATION OF MEDICATIONS

CATEGORY	STATUS OF PROGRAM		
	Below Standards	Meets Standards	Exceeds Standards
<b>POLICIES AND PROCEDURES</b>	<p><b>1.1</b> Policies are written for prescription and/or nonprescription medications.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.1</b> Policies are written for prescription, nonprescription (over-the-counter) and emergency medications.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.1</b> In addition to 2.1, the school nurse actively collaborates with the school physician and administrator to review medication errors and revise policies and procedures.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>SCHOOL NURSE RESPONSIBILITIES</b>	<p><b>1.2</b> The medication program is managed by the school principal, unlicensed personnel or licensed practical nurse.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.2a</b> The medication program is managed and supervised by RN(s).  <b>2.2b</b> Licensed practical nurses perform nursing activities under the direction of a registered nurse (RN).  <b>2.2c</b> A registered nurse is available in the school or by telephone while self-directed students are assisted by unlicensed school personnel.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.2</b> In addition to 2.2 a-c, a registered nurse provides in-service education and supervision to licensed and unlicensed personnel authorized to administer medications.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>RESPONSIBILITIES TO THE STUDENT</b>	<p><b>1.3</b> Health services personnel do not call or locate students if they do not report for medications.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.3a</b> Health services personnel call and try to locate students who do not report for medications.  <b>2.3b</b> Health services personnel counsel and educate students about their medications.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.3</b> In addition to 2.3a &amp; b, health services personnel work towards making students self-directed.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>PROCEDURE FOR ADMINISTRATION</b>	<p><b>1.4</b> Parents come to the health office with student medications without written physician orders.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.4a</b> The written physician order, parent permission and medication log are maintained for students receiving medications.  <b>2.4b</b> Students, parents and staff are knowledgeable about the school's medication procedures.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.4</b> In addition to 2.4a &amp; b, health services personnel collaborate with parents, staff and prescriber to address the changing health and education needs of students.</p> <p style="text-align: center;"><input type="checkbox"/></p>

## ADMINISTRATION OF MEDICATIONS (continued)

CATEGORY	STATUS OF PROGRAM		
	Below Standards	Meets Standards	Exceeds Standards
<b>DELIVERY OF MEDICATIONS</b>	<p><b>1.5</b> Students carry and deliver medications to the school health office.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.5a</b> Medications are delivered by parents directly to the health office in original, labeled containers.</p> <p><b>2.5b</b> For controlled substances, the school nurse counts the medications upon receipt from parents and periodically thereafter.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.5</b> In addition to 2.5a &amp; b, a system for delivery, handling and disposal of medications is safe and conducive to staff, students and parents.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>STORAGE OF MEDICATIONS</b>	<p><b>1.6</b> Medications are routinely placed in the school nurse's mailbox or in an unlocked desk.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.6a</b> Medications are stored in a double-locked cabinet or drawer, preferably a non-movable cabinet (e.g., securely anchored to a solid surface) in the health office.</p> <p><b>2.6b</b> Medications requiring refrigeration are stored in a secure area with a lock on the refrigerator.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.6</b> In addition to 2.6a &amp; b, access to stored medications is limited to persons authorized to administer medications.</p> <p style="text-align: center;"><input type="checkbox"/></p>



## SCOLIOSIS SCREENING PROCEDURES

CATEGORY	STATUS OF PROGRAM		
	Below Standards	Meets Standards	Exceeds Standards
<b>SCOLIOSIS ASSESSMENT</b>	<p><b>1.1a</b> Selected students (e.g., referred by staff, parent request) are screened within the school year.</p> <p><b>1.1b</b> The student’s functional ability, maturation and health needs are not taken into account in the screening process.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.1a</b> NYSED mandates are followed for grade levels (5-6-7-8-9) and required procedures.</p> <p><b>2.1b</b> Each student’s functional ability, maturation and health needs are taken into account in the screening process.</p> <p><b>2.1c</b> A mechanism to track students who fail the screening is in place.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.1</b> In addition to 2.1a-c, specific recommendations are made by health services personnel to teachers and other staff for needed program adaptations for specific students.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>SCOLIOSIS STUDENT PREPARATION</b>	<p><b>1.2</b> Students are screened fully clothed.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.2a</b> Students are dressed appropriately (e.g., back is exposed) for screening.</p> <p><b>2.2b</b> Boys and girls are screened separately.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.2</b> In addition to 2.2a &amp; b, all students are seen and screened individually.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>SCOLIOSIS FOLLOW-UP PROCEDURES</b>	<p><b>1.3</b> Parents are notified by telephone about screening results.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.3</b> Parents are notified in writing about screening results and suspected problems, and follow-up procedures are in place to ensure students receive orthopedic care.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.3</b> In addition to 2.3, health services personnel actively collaborate with health care providers to provide educational resources for accurate information and to allay fears.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>HEIGHT AND WEIGHT MEASUREMENTS</b>	<p><b>1.4</b> Height and weight measurements are not routinely performed on students.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.4a</b> Accurate height and weight measurements are performed on students and measurements are compared to a standardized growth chart.</p> <p><b>2.4b</b> Blood pressure screening is performed on students.</p> <p><b>2.4c</b> Standardized protocols for exercise/fitness instruction and/or nutritional measures are utilized by health services personnel.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.4</b> In addition to 2.4a-c, health services personnel actively collaborate with nutrition services, physical education and health education to develop and implement health promotion strategies.</p> <p style="text-align: center;"><input type="checkbox"/></p>

## HEARING SCREENING PROCEDURES

CATEGORY	STATUS OF PROGRAM		
	<b>Below Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
<b>HEARING ASSESSMENT</b>	<p><b>1.1a</b> Selected students (e.g., referred by staff, parent request) are screened within the school year.</p> <p><b>1.1b</b> The student's functional ability, maturation and health needs are not taken into account in the screening process.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.1a</b> NYSED mandates are followed for grade levels and required hearing functions.</p> <p><b>2.1b</b> Each student's functional ability, maturation and health needs are taken into account in the screening process, and follow-up procedures are in place to ensure students receive audiologic care.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.1</b> In addition to 2.1a &amp; b, specific recommendations are made by health services personnel to teachers and other staff for needed program adaptations for specific students.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>HEARING SCREENING ENVIRONMENT</b>	<p><b>1.2</b> Screenings take place in a noisy room.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.2</b> Screenings take place in an environment with minimal noise levels.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.2</b> In addition to 2.2, screenings are performed in a sound proof examination room.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>HEARING FOLLOW-UP PROCEDURES</b>	<p><b>1.3</b> Parents are notified by telephone about screening results.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.3a</b> Parents are notified in writing about screening results and suspected problems.</p> <p><b>2.3b</b> Contact with parents is maintained until students receive needed care.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.3</b> In addition to 2.3a &amp; b, health services personnel actively collaborate with community resources (e.g., to assist parents in obtaining care).</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>HEARING EQUIPMENT</b>	<p><b>1.4</b> The audiometer used for hearing screening is in poor working condition (e.g., all frequencies do not work, earphones broken).</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.4</b> The audiometer used for hearing screening meets the standards by the American National Standards Institute (ANSI), and is calibrated on a regular basis.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.4</b> In addition to 2.4, health services personnel are trained in the proper maintenance and use of hearing testing equipment.</p> <p style="text-align: center;"><input type="checkbox"/></p>

## HEALTH APPRAISALS PROCEDURES

CATEGORY	STATUS OF PROGRAM		
	Below Standards	Meets Standards	Exceeds Standards
<b>STUDENT HEALTH APPRAISALS</b>	<p><b>1.1a</b> Parents are notified about physical examination requirements through school newsletters or local paper.</p> <p><b>1.1b</b> The health history for new entrants contains only current health status information.</p> <p><b>1.1c</b> Physical examinations are not completed for grade level and activity per recommended mandates.</p> <p><b>1.1d</b> No attention is given to the student's functional ability, fitness and maturation levels during physical examinations.</p> <p style="text-align: center;">□</p>	<p><b>2.1a</b> Prior to a health appraisal, parents are individually notified in writing.</p> <p><b>2.1b</b> The health history for new entrants is comprehensive (includes but is not limited to past and family history and current status), and includes age-appropriate questions related to: health promotion, mental health issues, and risk behaviors.</p> <p><b>2.1c</b> Physical examinations are completed for grade level and activity per recommended mandates.</p> <p><b>2.1d</b> Each student's functional ability, fitness and maturation levels are assessed, and health services personnel provide written notification and guidance to parents for the ongoing care of the student.</p> <p><b>2.1e</b> All students are examined separately with regard to privacy, comfort and student disabilities.</p> <p style="text-align: center;">□</p>	<p><b>3.1a</b> In addition to 2.1a, health services personnel actively collaborate with health care providers, staff, student, and family to determine the actual or potential impact on the student's education.</p> <p><b>3.1b</b> In addition to 2.1b, the health history is completed on all students on a yearly basis.</p> <p><b>3.1c</b> In addition to 2.1c, time is provided for health counseling between the examiner and the student.</p> <p style="text-align: center;">□</p>
<b>STUDENT ATHLETIC PARTICIPATION</b>	<p><b>1.2</b> No policy exists requiring students to have a health appraisal prior to participation in sports.</p> <p style="text-align: center;">□</p>	<p><b>2.2a</b> A policy is in effect that requires students to have a health appraisal within 12 months and an updated health history within 30 days prior to participating in sports.</p> <p><b>2.2b</b> Each student's functional ability, growth, maturation and health needs are assessed as a part of the health appraisal.</p> <p><b>2.2c</b> Health services personnel provide health counseling to: prevent sport injuries, encourage student participation in sports and decrease student participation in high-risk behaviors.</p> <p style="text-align: center;">□</p>	<p><b>3.2a</b> In addition to 2.2a-c, health services personnel actively collaborate with health educators, trainers and coaches.</p> <p><b>3.2b</b> In turn, trainers, coaches and health educators actively collaborate with health services personnel.</p> <p style="text-align: center;">□</p>

## HEALTH OFFICE

CATEGORY	STATUS OF PROGRAM		
	<b>Below Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
<b>HEALTH OFFICE ENVIRONMENT</b>	<p><b>1.1a</b> Basic elements of heat, water, telephone, toilet and sink facilities are not available.</p> <p><b>1.1b</b> The American with Disabilities Act (ADA) guidelines for accessibility are not followed.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.1a</b> Basic elements of heat, water, telephone, toilet and sink facilities are available.</p> <p><b>2.1b</b> The ADA guidelines for accessibility are followed.</p> <p><b>2.1c</b> Space is available for waiting, triage, assessment, treatment, counseling, &amp; storage.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.1</b> In addition to 2.1a-c, a resource area is available for health promotion materials.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>WORKSPACE</b>	<p><b>1.2</b> Workspace for clean and dirty procedures is not available.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.2a</b> Workspace for clean and dirty procedures is provided to maintain an appropriate level of sanitation.</p> <p><b>2.2b</b> A first-aid station with eye wash capability is available.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.2</b> In addition to 2.2a &amp; b, the overall environment of the health unit is conducive to enhance the well-being of each student.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>SUPPLIES, EQUIPMENT &amp; RESOURCES</b>	<p><b>1.3</b> Supplies, equipment and educational resources are inadequate to meet the health needs of students and staff.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.3</b> Supplies, equipment and educational resources are available for safe school nursing practice (e.g., appropriate blood pressure cuffs, up-to-date references, drug management and communicable diseases).</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.3</b> In addition to 2.3, supplies, equipment and educational resources are available to enhance the student's education (e.g. posters, anatomical models and/or videos etc.).</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>RECORD KEEPING</b>	<p><b>1.4a</b> Pertinent student information is incomplete on the health record.</p> <p><b>1.4b</b> Records are not kept up-to-date.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.4a</b> The record keeping system for each student includes the cumulative health record, nursing records and medical/hospital records provided to the school.</p> <p><b>2.4b</b> Records are kept up-to-date.</p> <p><b>2.4c</b> A system is in place for students new to the district and for transfer students to be identified and their records established or transferred from the previous school.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.4</b> In addition to 2.4a-c, a secure computerized data management system is in place for planning, implementing and evaluating the health of school populations.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>CONFIDENTIALITY OF RECORDS</b>	<p><b>1.5</b> Records are maintained in unlocked file cabinets.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.5a</b> Records are maintained in a confidential manner in compliance with federal and state law and district policy.</p> <p><b>2.5b</b> Sharing individual student health problems are based on the "need to know" and the individual's right to privacy.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.5</b> In addition to 2.5a &amp; b, school health information is shared with personnel of cooperating agencies only with written parental consent.</p> <p style="text-align: center;"><input type="checkbox"/></p>

## HEALTH SERVICES PERSONNEL

CATEGORY	STATUS OF PROGRAM		
	Below Standards	Meets Standards	Exceeds Standards
<b>ROLES AND RESPONSIBILITIES OF PERSONNEL</b>	<p><b>1.1a</b> Health services personnel are primarily responsible for non-nursing functions (e.g., attendance, free lunches).</p> <p><b>1.1b</b> Health services personnel do not have a job description.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.1</b> Job descriptions are available for all health services personnel (e.g., school physician, LPN, RN, health aides).</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.1</b> In addition to 2.1, health services personnel are actively involved in the development, evaluation and revision of the job descriptions.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>ORIENTATION, SUPERVISION AND EVALUATION OF PERSONNEL</b>	<p><b>1.2</b> Orientation of health services personnel is not provided.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.2a</b> Health services personnel are oriented to the health services program and the educational system.</p> <p><b>2.2b</b> Nursing personnel are responsible for the supervision &amp; evaluation of nursing staff.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.2</b> In addition to 2.2a &amp; b, active collaboration to review and evaluate the roles and responsibilities of health services personnel occurs on a regular basis.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>PROFESSIONAL STANDARDS</b>	<p><b>1.3</b> A school district employs a licensed practical nurse or unlicensed personnel to maintain the health office.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.3a</b> The school district employs registered professional nurse(s) to manage and provide health care services to students and staff.</p> <p><b>2.3b</b> A mechanism exists to evaluate health services staffing patterns based on number of students with special health care needs, number of buildings/distance and/or travel time between buildings.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.3</b> In addition to 2.3a &amp; b, in the last 3 years, nursing staff patterns have been adjusted to accommodate student health care needs.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>ABSENTEEISM OF PERSONNEL</b>	<p><b>1.4</b> The health office closes or administrative and/or secretarial staff is utilized when health services personnel are absent.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.4a</b> Equally qualified substitutes (e.g., RN for RN) are utilized when health services personnel are absent.</p> <p><b>2.4b</b> Substitutes that are utilized are oriented to policies and procedures of the health office.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.4</b> In addition to 2.4a &amp; b, the standard level of care provided to students and staff is maintained when substitutes are utilized.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>ONGOING PROFESSIONAL PREPARATION</b>	<p><b>1.5</b> Basic standards for licensing are met through participation in continuing education programs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.5a</b> Participation in educational activities includes attendance at in-service meetings, conferences, workshops and/or conventions.</p> <p><b>2.5b</b> Health services personnel are actively involved in professional organizations and subscribe to professional journals.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.5</b> In addition to 2.5a &amp; b, health services personnel participate in a leadership role within educational activities or professional organizations.</p> <p style="text-align: center;"><input type="checkbox"/></p>

## HEALTH SERVICES PERSONNEL (continued)

CATEGORY	STATUS OF PROGRAM		
	Below Standards	Meets Standards	Exceeds Standards
<b>CONTINUING EDUCATION</b>	<p><b>1.6</b> The school district encourages health services personnel to attend continuing education programs only during the summer, evenings and/or on weekends.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.6a</b> The school district actively supports the educational needs of health services personnel (e.g., financially, providing substitutes, release days).</p> <p><b>2.6b</b> Information and methods learned at educational activities are incorporated into the health services program.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.6</b> In addition to 2.6a &amp; b, health services personnel's expertise is utilized throughout the school district (e.g., classroom, committees) to improve student health and educational standards.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>COMMUNITY RESOURCES</b>	<p><b>1.7</b> Health services personnel only provide brochures and handouts to families to meet health needs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.7</b> School health personnel utilize community resources for referral of students with unmet health needs (e.g., financial aid, vision care, Child Health Plus and other insurance plans).</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.7</b> In addition to 2.7, active collaboration occurs with community resources to address changing student and staff health, development and educational needs.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>HEALTH SERVICES BUDGET</b>	<p><b>1.8</b> The school district does not provide for input by health services personnel into the budget process.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.8</b> Health services personnel are involved in planning the budget.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.8</b> In addition to 2.8, health services personnel are responsible for the management and allocation of the budget.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>SCHOOL HEALTH SERVICES PROGRAM EVALUATION</b>	<p><b>1.9</b> The school district does not evaluate the health services program.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>2.9a</b> Health services personnel develop reports regarding health needs, resources and results of screenings.</p> <p><b>2.9b</b> Reports are presented to school administration to demonstrate accountability for school health programs and monitoring of compliance with state mandates.</p> <p><b>2.9c</b> Health services personnel actively engage in quality reviews to determine appropriate care standards.</p> <p><b>2.9d</b> The school district performs periodic on-site monitoring to identify compliance with NYSED requirements.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>3.9</b> In addition to 2.9a-d, outcomes and effectiveness of the school health program are evaluated through a collaborative group such as a School Health Advisory Council.</p> <p style="text-align: center;"><input type="checkbox"/></p>