Community Health Assessment, Policy Tracking & Environmental Response Tool

(NJ CHAPTER) - School Sector

The School Sector includes all primary and secondary learning institutions (e.g., elementary, middle, and high schools, whether private, public, or parochial).

Partners are instructed to work with the connections that they currently have in communities that have disparate populations. Connections can be made with a school grant supervisor, nursing supervisor, lead physical education teacher, food services person, school nurse, County Education Specialist, School Wellness Team Coordinator, Vice Principal, Principal, Board of Education, or superintendent's office.

Directions

In the two response columns in each of the following modules (Healthy and Safe Physical Environments, Active Living and Healthy Eating, Tobacco-Free Living, High Impact Quality Clinical and Preventive Services, and Social and Emotional Wellness) please indicate the appropriate number (#) from the scales on this page that best represents your answer for each item.

Provide both a Policy Response # and Environment Response # for each statement in the appropriate column. Response # 99 should be used only when the policy or environmental change strategy is not applicable at your site (for example, stair promotion not suitable in one-story building).

Definitions for this sector begin on page 10.

Scale

Response #	Policy	Environment
1	Not identified as problem	Elements not in place
2	Problem identification/gaining agenda status	Few elements in place
3	Policy formulation and adoption	Some elements are in place
4	Policy implementation	Most elements are in place
5	Policy evaluation, adjustment and/or termination	All elements in place
99	Not applicable	Not applicable

School: Demographics

Below we have provided examples of how you might apply the Scale above using real policy and environmental strategies.

Response #	Policy	Environment
1	This stage represents the time when the issue has not yet been identified as a concern or a problem. For example, the school board has never discussed instituting a tobacco-free policy in schools; complaints have never been filed and issues have not been raised by parents or school officials.	At this point, no elements are in place in the environment. For example, tobacco is allowed throughout school grounds, around the clock (24 hours per day/7 days per week), at sponsored events (on- and off-grounds), and within all transportation vehicles owned by schools.
2	This stage involves getting a problem onto the radar screen of the authoritative body that must deal with the issue. This is usually done when the issue or problem is categorized as a social or public problem. For example, the school board discusses instituting a tobacco-free policy in schools after complaints are filed by parents whose children have been exposed to secondhand smoke while on campus; policy implications and issues are being considered.	At this point, only a few elements are in place in the environment. For example, tobacco is not allowed throughout school grounds, but it is allowed around the clock (24 hours per day/7 days per week), allowed at sponsored events (on- and off-grounds), and allowed within all transportation vehicles owned by schools.
3	This stage involves analyzing policy goals and solutions, the development or creation of alternative recommendations to resolve or address the identified public problem, and final selection of a policy. For example, the school board developed and approved the policy, but it has not yet been implemented. It will be implemented in the next school year.	At this point, there are some elements in place in the environment. For example, tobacco is not allowed throughout school grounds and not allowed around the clock (24 hours per day/7 days per week), but it is allowed at sponsored events (on- and off-grounds), and allowed within all transportation vehicles owned by schools.
4	This occurs within organizations directed to carry out adopted policies. Implementation begins once a policy has been formulated and adopted, and administrators have made a decision about how to deploy necessary resources (human and financial) to actualize the policy. For example, the tobacco-free policy was established and passed last year by the school board, communicated to all students, staff, and parents, and implemented this year by officials at all school locations. The end of this year will be the review and comment period of the policy.	At this point, most elements are in place in the environment. For example, tobacco is not allowed throughout school grounds, not allowed around the clock (24 hours per day/7 days per week), and not allowed at sponsored events (on- and off-grounds), but it is allowed within all transportation vehicles owned by schools.
5	This stage involves determining to what extent the policy has been enforced, and what occurred as a result of the policy. Based on the evaluation results, adjustments can be made to the current policy to ensure effectiveness. For example, the tobacco-free policy was in place last year, and a comment period was held. The policy was revamped over the summer, and is now implemented with revisions including effective strategies for ensuring compliance including consequences for violations.	At this point, all elements are in place in the environment. For example, tobacco is not allowed throughout school grounds, not allowed around the clock (24 hours per day/7 days per week), not allowed at sponsored events (on- and off-grounds), and not allowed within all transportation vehicles owned by schools.
99	This type of policy is not appropriate for this school.	This type of environmental change strategy is not appropriate for this school.

School: Demographics

General Directions: Please indicate your answer by marking an 'X' or the correct information in the appropriate box for your response. Please use Census.gov, the CDC CTG Designated Rural Area List and the District Factor Groups available at http://www.nj.gov/education/finance/sf/dfg.shtml to complete this section.

Name of school:	
Name of interviewee:	

Total # of students served	

Percentage (%) of Students Receiving Free and/or Reduced Price Lunch	

School Level *(choose level and grades below):*	
Publicly-funded Pre-K	
Privately-funded Pre-K	
Elementary	
Middle	
High	
Specify grades:	

Best description of the setting of the School *(choose ONE only):*	
Rural*	
Suburban	
Urban	
*Please see CDC's CTG Designated Rural Areas List	

Type of School *(choose ONE only):*	
Private	
Public	
Parochial	
Other, please specify:	

District Factor Group *(see Definitions on Page 10)*	
A	
B	
CD	
DE	
FG	
GH	
I	
J	

District Level	
Total # of students served	
Total # of schools in district	

The median household income of the community *(choose the best estimated category):*	
< $25,000	
$25,000 - $34,999	
$35,000 - $49,999	
$50,000 - $74,999	
$75,000 - $99,999	
$100,000 - $124,999	
≥ $125,000	

School Questions	
Do you have a Student Assistance Counselor? (#, Full-time, Part-time, No)	
Do you have a School Resource Officer?(#, Full-time, Part-time, No)	
Do you have a school fruit/vegetable garden?	
Do you have bike parking?	
Do you have a Safe Routes to School Program?	

School: Healthy and Safe Physical Environments

- Based on knowledge of your school, please use the Policy and Environment scales included in the "Directions" on page 1 to indicate the most appropriate responses for each statement.
- Provide both a Policy Response # and Environment Response # for each statement in the appropriate column.
- You may use the "comments" section to provide additional information.
- Response # 99 should be used only when the policy or environmental change strategy is not applicable at your site (e.g., stair promotion not suitable in one-story building).

For definitions of underlined terms, see page 10.

TO WHAT EXTENT does the school address the following in policies:	Policy Response #	Environment Response #
1. Implement a <u>walk or bike to school initiative</u>? (i.e. Encourage schools to collaborate with their local Safe Routes to School coordinator to develop walk- and bike-to-school plans, programs, and activities, see page 10.)		
2. Allow the use of school buildings and facilities by the public during non-school hours (e.g., <u>joint use agreement</u>) to maximize opportunities for physical activity before and after school?		
3. Institute an <u>anti-idling policy</u> with street signs, etc.?		

Describe a successful environmental strategy, policy or practice in this area that you would like to highlight and provide more information about. Provide a brief description of the policy, who it targets or impacts, and how it makes your school healthier or safer.

School: Active Living and Healthy Eating

- Based on knowledge of your school, please use the Policy and Environment scales included in the "Directions" on page 1 to indicate the most appropriate responses for each statement.
- Provide both a Policy Response # and Environment Response # for each statement in the appropriate column.
- You may use the "comments" section to provide additional information.
- Response # 99 should be used only when the policy or environmental change strategy is not applicable at your site (e.g., stair promotion not suitable in one-story building).

For definitions of underlined terms, see page 11.

TO WHAT EXTENT does the school address the following in policies:	Policy Response #	Environment Response #
1. Ensure that students are provided only <u>healthy food and beverage options</u> beyond the school food services *(see below)*…	--	---
1a. Establish food standards for school parties/celebrations/meetings and other school-sponsored events that provide <u>healthy food and beverage options</u> (i.e., fruits, vegetables, water)?		
1b. Establish standards for school fundraisers with school-based organizations and groups/clubs that state at least 50% of funds raised are from non-food or <u>healthy food and beverage options</u> (as defined by Federal Nutrition Standards)?		
2. Offer alternative service methods to increase school breakfast participation (i.e. Breakfast After the Bell which includes Breakfast in the Classroom, Grab n' Go Breakfast and Last Chance Breakfast)?		
3. Promote and market (e.g., through counter advertisements, posters or other print materials) only <u>healthy food and beverage options</u>?		
4. Provide <u>school garden program</u> (e.g., access to land, container gardens, or raised beds for fruits, vegetables or herbs) and related resources (e.g., staff volunteer time, financial incentives)?		
5. Require that students in physical education class are moderately to vigorously physically active for at least 50% of the class period?		
6. Require daily physical education for all middle school and high school students?		
7. Provide 20 minutes of recess daily for students in elementary school?		
8. Providing at least one 20 minute recess daily, before lunch, to all students in grades K-5?		
9. Ensure that multiple channels, including classroom, cafeteria and communications with parents, are used to promote healthy eating and active living behaviors?		

Describe a successful environmental strategy, policy or practice in this area that you would like to highlight and provide more information about. Provide a brief description of the policy, who it targets or impacts, and how it makes your school healthier or safer.

School: Tobacco-Free Living

- Based on knowledge of your school, please use the Policy and Environment scales included in the "Directions" on page 1 to indicate the most appropriate responses for each statement.
- Provide both a Policy Response # and Environment Response # for each statement in the appropriate column.
- You may use the "comments" section to provide additional information.
- Response # 99 should be used only when the policy or environmental change strategy is not applicable at your site (e.g., stair promotion not suitable in one-story building).

For definitions of underlined terms, see page 11.

TO WHAT EXTENT does the school:	Policy Response #	Environment Response #
1. Institute a tobacco free policy that implements a <u>referral system</u> to help students, faculty, and staff access tobacco cessation resources or services, such as the <u>quitline</u>? (e.g., 1-866-NJ-STOPS or 1-800-QUIT-NOW)		
2. Institute a <u>tobacco free policy 24/7 for outdoor public places</u> that includes school campus/grounds restrictions for all students, faculty, staff and visitors?		
3. Institute a tobacco free policy that prohibits use of <u>all tobacco products</u> at all times at any school-sponsored event on or off campus?		
4. Post signs around school grounds marking the campus as a tobacco-free school zone?		
5. Institute a tobacco free policy that requires students who were caught using tobacco products to participate in an assistance, education, or cessation program?		

Describe a successful environmental strategy, policy or practice in this area that you would like to highlight and provide more information about. Provide a brief description of the policy, who it targets or impacts, and how it makes your school healthier or safer.

School: High Impact Quality Clinical and Other Preventive Services

- Based on knowledge of your school, please use the Policy and Environment scales included in the "Directions" on page 1 to indicate the most appropriate responses for each statement.
- Provide both a Policy Response # and Environment Response # for each statement in the appropriate column.
- You may use the "comments" section to provide additional information.
- Response # 99 should be used only when the policy or environmental change strategy is not applicable at your site (e.g., stair promotion not suitable in one-story building).

No additional definitions in this module.

TO WHAT EXTENT does the school:	Policy Response #	Environment Response #
1. Provide a wellness policy that addresses managing students with special health care needs or acute chronic medical conditions (i.e., diabetes, asthma, arthritis)?		
2. Participate in community coalitions and partnerships (e.g., food policy council, tobacco-free partnership, neighborhood safety coalition) to address chronic diseases and related risk factors (e.g., poor nutrition, physical inactivity, tobacco use and exposure)?		

Describe a successful environmental strategy, policy or practice in this area that you would like to highlight and provide more information about. Provide a brief description of the policy, who it targets or impacts, and how it makes your school healthier or safer.

School: Social and Emotional Wellness

- Based on knowledge of your organization, please use the Policy and Environment scales included in the "Directions" on page 1 to indicate the most appropriate responses for each statement.
- Provide both a Policy Response # and Environment Response # for each statement in the appropriate column.
- You may use the "comments" section to provide additional information.
- Response # 99 should be used only when the policy or environmental change strategy is not applicable at your site (e.g., stair promotion not suitable in one-story building).

No additional definitions in this module.

TO WHAT EXTENT does the school:	Policy Response #	Environment Response #
1. Have a mission statement (or a written policy statement) that includes the support or commitment to student health and well-being, specifically social and emotional wellbeing?		

Describe a successful environmental strategy, policy or practice in this area that you would like to highlight and provide more information about. Provide a brief description of the policy, who it targets or impacts, and how it makes your school healthier or safer.

Dialogue Question

Is there any information we can provide you on additional policies that you might want to adopt?

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Definitions:

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Policy: Laws, regulations, rules, protocols, and procedures, designed to guide or influence behavior. Policies can be either legislative or organizational in nature. Policies often mandate environmental changes and increase the likelihood that they will become more permanent (institutionalized or sustainable). Examples of legislative policies include taxes on tobacco products, provision of county or city public land for green spaces or farmers' markets, regulations governing the National School Lunch Program, or clean indoor air laws. Examples of organizational policies include schools requiring healthy food options for all students, a district ban on the sale of less than healthy foods throughout the school day, menu labeling in restaurants, required quality assurance protocols or practices (e.g., clinical care processes), or a human resources policy that requires healthy foods to be served at meetings.

Environment: Physical, social, or economic settings designed to influence people's practices and behaviors. Examples of alterations or changes to the environment include:

Physical: Structural changes or the presence of programs or services, including the presence of healthy food choices in restaurants or cafeterias, improvements in the built environment to promote walking (e.g., walking paths), the availability of smoking cessation services to patients or workers, and the presence of comprehensive school health education curricula in schools.

Social: A positive change in attitudes or behavior about policies that promote health or an increase in supportive attitudes regarding a health practice, including an increase in favorable attitudes community decision makers have about the importance of nonsmoking policies or an increase in non-acceptance of exposure to secondhand smoke from the general public.

Economic: The presence of financial disincentives or incentives to encourage a desired behavior, including paying higher prices for tobacco products to decrease their use or the provision of nonsmoker health insurance discounts to encourage smoking cessation

District Factor Groups: The District Factor Group (DFG) is an indicator of the socioeconomic status of citizens in each district and has been useful for the comparative reporting of test results from New Jersey's statewide testing programs. The measure was first developed in 1974 using demographic variables from the 1970 United States Census. A revision was made in 1984 to take into account new data from the 1980 United States Census. The DFG designations were updated again in 1992 using the following demographic variables from the 1990 United States Census.

The variables determining the DFG were combined using a statistical technique called principal components analysis, which resulted in a single measure of socioeconomic status for each district. Districts were then ranked according to their score on this measure and divided into eight groups based on the score interval in which their scores were located. Eight DFGs have been created based on the 1990 United States Census data. They range from A (lowest socioeconomic districts) to J (highest socioeconomic districts) and are labeled as follows: A, B, CD, DE, FG, GH, I, J. Updating the DFGs has not changed any district's designation as Special Needs or not Special Needs. For more information: http://www.nj.gov/education/finance/sf/dfg.shtml.

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Healthy and Safe Physical Environments (Pg. 4)

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Walk or bike to school initiative: Community-based programs (e.g., Safe Routes to School, Walking School Bus) that aim to increase opportunities for daily physical activity by encouraging children to walk or bike to and from school in groups accompanied by adults. Programs advocate for communities to build partnerships with the school, PTA, local police department, department of public works, civic associations, local politicians, and businesses to create an environment that is supportive of walking and bicycling to school safely. For more information: http://www.saferoutesinfo.org/ or http://www.walkingschoolbus.org/.

Joint use agreement: A formal agreement between two separate entities—often a school and a city or county—setting forth the terms and conditions for shared use of public property or facilities. Agreements can range in scope from relatively simple (e.g., opening school playgrounds to the public outside of school hours) to complex (allowing community individuals and groups to access all school recreation facilities, and allowing schools to access all city or county recreation facilities). More information can be found at: http://www.cdc.gov/shpps.

Anti-idling policies: A car is idling when the engine is turned on but the vehicle is not in motion. New Jersey has had a no-idling regulation for diesel-fueled commercial vehicles since 1972. This law was updated in 2009 to include a provision that states that, with limited exceptions, no motor vehicle (diesel or gasoline fueled) may have its engine running if motionless for more than three consecutive minutes.

Active Living and Healthy Eating (Pg. 5)

Healthy food and beverage options: Healthy foods are fruits, vegetables, whole grains, and related combination products, and nonfat and low-fat dairy that are limited to 200 calories or less per portion as packaged. Healthy beverages are water without flavoring, additives, or carbonation, low-fat and nonfat milk, 100% fruit juice, and caffeine-free. Additional information can be found at:
- Dietary Guidelines for Americans, 2005: http://www.health.gov/dietaryguidelines/dga2005/document/pdf/DGA2005.pdf
- Institute of Medicine, Nutrition Standards for Foods in Schools: http://www.iom.edu/~/media/Files/Report%20Files/2007/Nutrition-Standards-for-Foods-in-Schools-Leading-the-Way-toward-Healthier-Youth/factsheet.ashx

School Garden Program: A school garden program is a gardening program that is designed to teach children not only about plants, nature, and the outdoors but also about the importance of healthy eating. School gardens can take variety of forms, from the simplest containers outside a classroom to a multi-plot, in-ground garden featuring seating areas and a greenhouse. They provide an opportunity to bring science, math, social studies, and language and visual arts to life through hands-on learning. Plus vegetable gardens let children taste the wonders of fresh food. More information can be found at: http://www.myhealthyschool.com/gardens/benefits.php.

Tobacco-Free Living (Pg. 6)

Tobacco free policy 24/7 for outdoor public places: Prohibit the use of all tobacco products in all outdoor areas of the institution/organization (walkways, parking lots, facility-owned vehicles) and at sponsored events around the clock 24 hours a day, 7 days a week by anyone (e.g. patrons, employees, visitors). Tobacco-free policy can be extended to private residences used as institutions/organizations to provide childcare, foster care, adult care or similar social services. The policy does not apply to the use of tobacco for cultural or traditional purposes. More information can be found at:
- http://www.cdc.gov/nccdphp/dnpao/hwi/toolkits/tobacco/index.htm
- http://www.thecommunityguide.org/tobacco/worksite/index.html

Referral system: A resource to which people are referred for more intensive interventions that supplement the tobacco-use treatment delivered by a healthcare provider. People can be referred to programs, resources or services within the healthcare delivery system itself or in the larger community. A quitline, the American Lung Association, and the American Cancer Society are examples of possible referral resources. More information can be found at: http://www.prevent.org/The-Community-Health-Promotion-Handbook/Healthcare-Provider-Reminder-Systems.aspx

Quitline: An information and counseling service that offers telephone support for people who want to quit using tobacco. Some quitlines offer additional services, such as nicotine replacement therapy, online cessation information and programs, and referral to tobacco-use treatment programs in the community. Quitlines that have

proactive services provide clients with multiple scheduled follow-up sessions with quitline counselors during the quit process that do not need to be initiated by the client. More information can be found at: http://www.nj.gov/njhealthlink/programdetails/njquitline.html?pageID=NJ.

All tobacco products: Tobacco is consumed in many forms and through a number of different methods. Below are examples including, but not limited to, such forms and usage.

- **Chewing tobacco** is the oldest way of consuming tobacco leaves. It is consumed orally, in two forms: through sweetened strands, or in a shredded form. When consuming the long sweetened strands, the tobacco is lightly chewed and compacted into a ball. When consuming the shredded tobacco, small amounts are placed at the bottom lip, between the gum and the teeth, where it is gently compacted, thus it can often be called *dipping tobacco.* Both methods stimulate the saliva glands, which led to the development of the spittoon.
- **Cigars** are tightly rolled bundles of dried and fermented tobacco, which is ignited so its smoke may be drawn into the smoker's mouth.
- **Cigarettes** are a product consumed through inhalation of smoke and manufactured from cured and finely cut tobacco leaves and reconstituted tobacco, often combined with other additives, then rolled or stuffed into a paper cylinder.
- **Creamy snuffs** are tobacco paste, consisting of tobacco, clove oil, glycerin, spearmint, menthol, and camphor, and sold in a toothpaste tube. It is marketed mainly to women in India, and is known by the brand names Ipco (made by Asha Industries), Denobac, Tona, Ganesh. It is locally known as "mishri" in some parts of Maharashtra.
- **Dipping tobaccos** are a form of smokeless tobacco. Dip is occasionally referred to as "chew", and because of this, it is commonly confused with chewing tobacco, which encompasses a wider range of products. A small clump of dip is 'pinched' out of the tin and placed between the lower or upper lip and gums.
- **Hookah** is a single or multi-stemmed (often glass-based) water pipe for smoking. Originally from India, the hookah has gained immense popularity, especially in the Middle East. A hookah operates by water filtration and indirect heat. It can be used for smoking herbal fruits or moassel, a mixture of tobacco, flavouring and honey or glycerin.
- **Roll-Your-Own**, often called rollies or roll ups, are very popular, particularly in European countries. These are prepared from loose tobacco, cigarette papers and filters all bought separately. They are usually much cheaper to make.
- **Pipe smoking** typically consists of a small chamber (the bowl) for the combustion of the tobacco to be smoked and a thin stem (shank) that ends in a mouthpiece (the bit). Shredded pieces of tobacco are placed into the chamber and ignited.
- **Snuff** is a generic term for fine-ground smokeless tobacco products. Originally the term referred only to dry snuff, a fine tan dust popular mainly in the 18th century. Snuff powder originated in the UK town of Great Harwood, and was famously ground in the town's monument prior to local distribution and transport further up north to Scotland. There are two major varieties: *European* (dry) and *American* (moist)—though American snuff is often called *dipping tobacco*.
- **Snus** is a steam-cured moist powder tobacco product that is not fermented, and does not induce salivation. It is consumed by placing it in the mouth against the gums for an extended period of time. It is a form of snuff used in a manner similar to American dipping tobacco, but does not require regular spitting.