

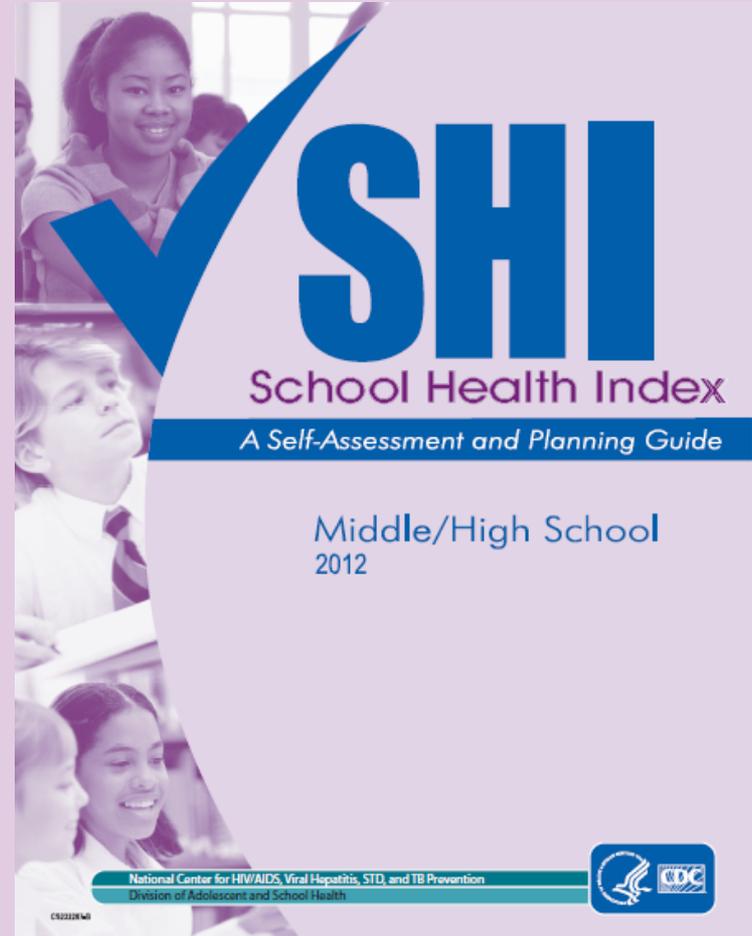
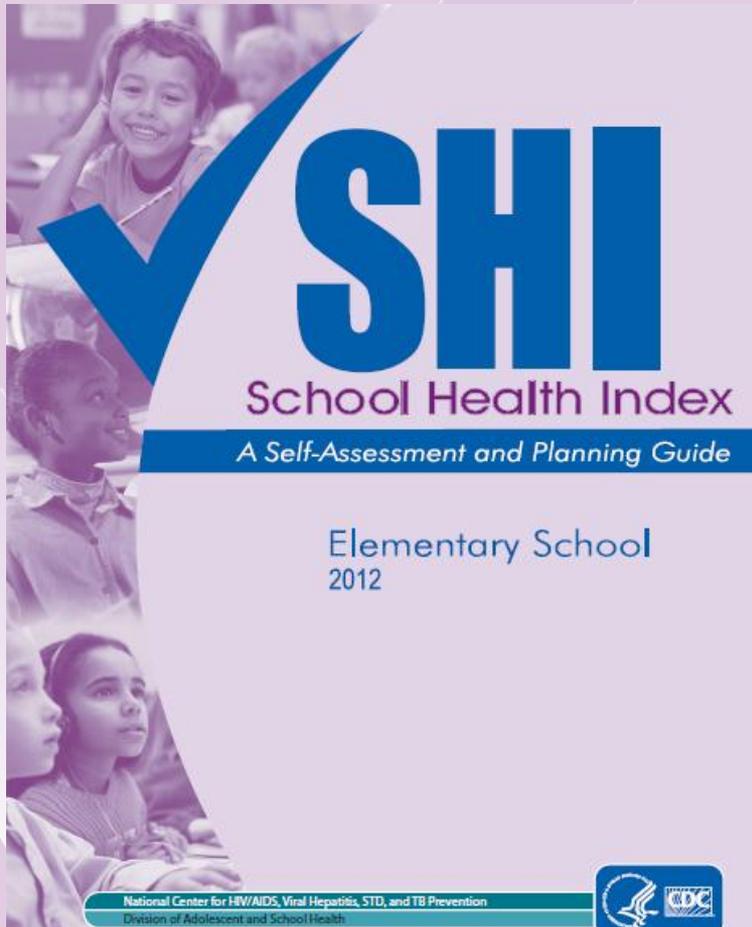


DEPARTMENT OF HEALTH AND HUMAN SERVICES  
CENTERS FOR DISEASE CONTROL AND PREVENTION



# ***CDC's School Health Index: A Self-Assessment and Planning Guide***

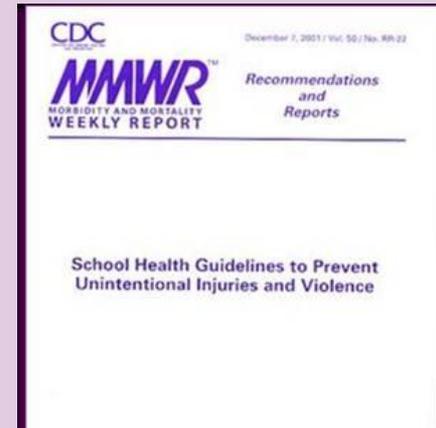
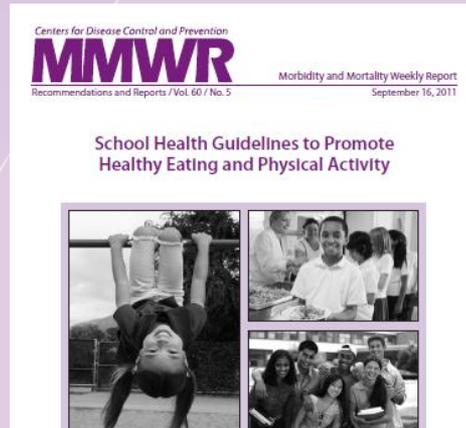
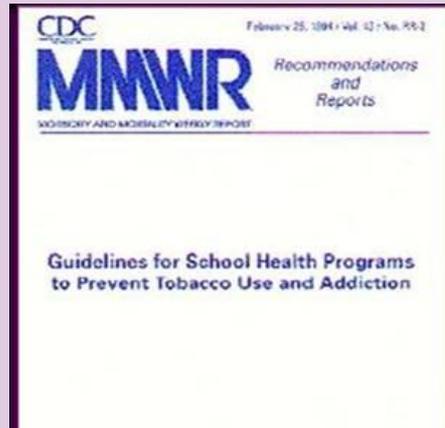
# School Health Index



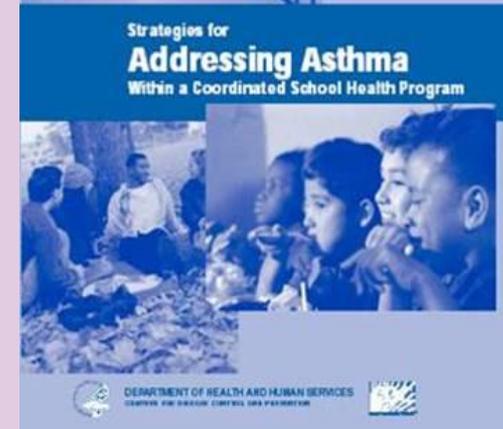
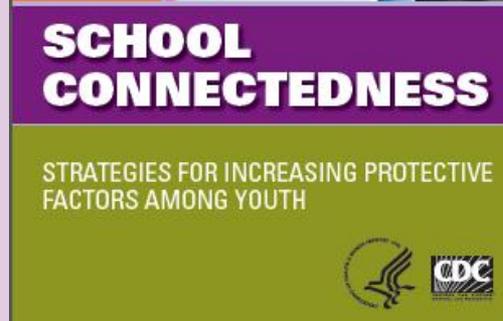
# What is the Purpose of the SHI?

- Enables schools to identify strengths and weaknesses of health promotion policies and programs.
- Enables schools to develop an action plan for improving student health.
- Engages teachers, parents, students, and the community in promoting health-enhancing behaviors and better health.

# CDC Guidelines and Strategies for School Health Programs



Strategies for Involving Parents in School Health



# Coordinated School Health (CSH)

Health Education

Physical Education

Family/Community  
Involvement

Health Services

Health Promotion  
for Staff

Nutrition Services

Healthy School  
Environment

Counseling,  
Psychological, &  
Social Services



# Health Topics in the SHI (2012 edition)

- Physical activity
- Nutrition
- Tobacco-use prevention
- Safety (unintentional injury and violence prevention)
- Asthma
- Sexual health

# Uses of the SHI

- Used in at least 46 U.S. states
- Adapted for use in Canada, Mexico, and Saudi Arabia
- > 300 schools in Missouri
- 200-250 schools in Georgia
- 109 schools in Kansas
- All metro Nashville schools
- 93 schools in Austin; more than half of middle schools in Houston
- One of CDC's Division of Adolescent and School Health's most popular publications

# Making a Difference

As a result of implementing the SHI, schools have

- Created a school health team.
- Moved healthier options to the front of the lunch line.
- Increased time for physical education.
- Started student and staff walking clubs.
- Added healthy choices to vending machines.
- Offered access to the gym outside of school hours.
- Provided parent education through newsletters and healthy activity nights.
- Replaced fried foods with baked items.
- Provided conflict resolution training to staff.
- Offered health screenings for staff.

# Clarifying Points

- Low scores on the SHI do NOT indicate “low-performing” schools.
- Many actions will NOT require new resources or responsibilities.
- For actions requiring new resources, results can help
  - Provide information to stimulate school board or community support.
  - Establish data and justification for funding requests.

# What SHI Is and What SHI Is NOT

Self-assessment and  
planning tool

Educational and  
community-organizing  
process

~~Research or evaluation tool~~

~~Tool to audit or punish  
school staff~~

# What SHI Is and What SHI Is NOT

Identifies low-cost or no-cost changes

~~Requires expensive changes~~

Focused, reasonable, and user-friendly experience

~~Long, bureaucratic, and painful process~~

# Time Commitment

- The SHI can be completed in as little as 6 hours:
  - Modules 1-4: ~1 hour each
  - Modules 5-8: ~30 minutes each

*A small investment of time can pay big dividends in improving students' well-being, readiness to learn, and prospects for a healthy life.*

# SHI Format

- Completed by school health teams
- Two separate versions:
  - Elementary School
  - Middle School/High School
- Self-Assessment: 8 modules corresponding to Coordinated School Health
- Planning: Planning for Improvement section

# Modules = CSH Components

1. School Health and Safety Policies and Environment
2. Health Education
3. Physical Education and Other Physical Activity Programs
4. Nutrition Services
5. School Health Services
6. School Counseling, Psychological, and Social Services
7. Health Promotion for Staff
8. Family and Community Involvement

# Question Coding

CC = cross-cutting

PA = physical activity

N = nutrition

T = tobacco-use prevention

S = safety (unintentional injury and violence prevention)

A = asthma

SH = sexual health

# Implementing the SHI

1. Assemble SHI team
2. Conduct SHI introduction meeting
3. Complete self-assessment modules
4. Conduct SHI planning meeting

# Implementing the SHI

- 1. Assemble SHI team**
- 2. Conduct SHI introduction meeting**
- 3. Complete self-assessment modules**
- 4. Conduct SHI planning meeting**

# Possible Team Members

- Principal or assistant principal
- Physical education teacher
- School nutrition services manager
- Health education teacher
- Classroom teacher
- School nurse
- School counselor
- School psychologist or social worker
- Janitor or custodian
- Parents
- Students
- Community-based health care and social services providers
- Community health organization representative (e.g., ACS)
- Local health department staff member
- Cooperative extension service representative

# Implementing the SHI

1. Assemble SHI team
- 2. Conduct SHI introduction meeting**
3. Complete self-assessment modules
4. Conduct SHI planning meeting

# Introduction Meeting

- Explain the SHI
- Assign modules to groups
- Identify module coordinators

# Implementing the SHI

1. Assemble SHI team
2. Conduct SHI introduction meeting
- 3. Complete self-assessment modules**
4. Conduct SHI planning meeting

# **Module 1: School Health and Safety Policies and Environment (sample topics)**

- Representative school health committee or team
- Positive school climate
- Prohibit using physical activity as punishment
- Adequate physical activity facilities
- Access to free drinking water
- Enforce tobacco-use policies
- Maintain safe physical environment
- Implement indoor air quality practices
- Confidentiality of HIV status

# Question CC.1

## Representative school health committee or team

Does your school have a representative committee or team that meets at least four times a year and oversees school health and safety policies and programs?

# Question CC.1

**Representative** means that it includes school administrators, health education teachers, physical education teachers, mental health or social services staff members, nutrition services staff members, health services staff members, maintenance and transportation staff members, students, parents, community members, local health departments or organizations, faith-based organizations, businesses, and local government representatives.

# Question CC.1

3 = Yes.

2 = There is a committee or team that does this, but it could be more representative.

1 = There is a committee or team, but it is not representative, **or** it meets less often than four times a year.

0 = No.

# Completed Module Scorecard

## SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

### Sample Completed Score Card

#### Module 1: School Health and Safety Policies and Environment

##### Instructions

- Carefully read and discuss the Module 1 Discussion Questions (pages 5-28), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 29-30).

	Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1 Representative school health committee or team	3	2	1	0
CC.2 Written school health and safety policies	3	2	1	0
CC.3 Communicate health and safety policies to students, parents, staff members, and visitors	3	2	1	0
CC.4 Positive school climate	3	2	1	0
CC.5 Overcome barriers to learning	3	2	1	0
CC.6 Enrichment experiences	3	2	1	0
CC.7 Local wellness policies	3	2	1	0
CC.8 Standard precautions policy	3	2	1	0
CC.9 Professional development on meeting diverse needs of students	3	2	1	0
CC.10 Prevent harassment and bullying	3	2	1	0
CC.11 Active supervision	3	2	1	0
CC.12 Written crisis response plan	3	2	1	0
PA.1 Recess	3	2	1	0
PA.2 Access to physical activity facilities outside school hours	3	2	1	0
PA.3 Adequate physical activity facilities	3	2	1	0
PA.4 Prohibit using physical activity as punishment	3	2	1	0
N.1 Prohibit using food as reward or punishment	3	2	1	0
N.2 Access to free drinking water	3	2	1	0
N.3 All foods offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.4 All beverages offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.5 Fundraising efforts during and outside school hours meet strong nutrition standards	3	2	1	0
N.6 Advertising and promotion of foods and beverages	3	2	1	0
N.7 Hands washed before meals and snacks	3	2	1	0
<b>COLUMN TOTALS:</b> For each column, add up the numbers that are circled and enter the sum in this row.	<b>24</b>	<b>18</b>	<b>5</b>	<b>0</b>
(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (69) by subtracting 3 for each question eliminated).	<b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right.			<b>47</b>
<b>NOTE!</b> For simplicity, this example shows only Cross-Cutting, Physical Activity, and Nutrition Items. The denominator has been adjusted accordingly.	<b>MODULE SCORE =</b> (Total Points / 69) X 100			<b>68%</b>

# Module Planning Questions 1 & 2

- Planning Question 1: Look back at the scores you assigned to each question. According to these scores, what are the **strengths** and **weaknesses** of your school's policies and environment related to health and safety?
- Planning Question 2: For each of the weaknesses identified above, list several recommended actions to improve the school's scores (e.g., create and maintain a school health committee).

# Completed Planning Questions 1 & 2

## SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

### *Sample Completed Planning Questions* Module 1: School Policies and Environment

The Module 1 Planning Questions will help your school use its School Health Index results to identify and prioritize changes that will improve policies and programs to improve students' health and safety.

#### **Planning Question 1**

Look back at the scores you assigned to each question. According to these scores, what are the **strengths** and the **weaknesses** of your school's policies and environment related to students' health and safety?

#### **Strengths**

- Excellent communication of policies with parents, visitors, and staff.
- Offer a wide variety of enrichment experiences.
- Students are actively supervised.
- Have a strong standard precautions policy.
- Do not use physical activity as punishment.
- Free drinking water is widely available and students can bring bottles to class.
- Students are given enough time to wash their hands before eating.

#### **Weaknesses**

- Do not have a committee to oversee our health programs (CC.1).
- Local wellness policy has not been implemented at the school level (CC.7).
- Could improve our support for students who have been bullied (CC.10).
- Recess is not provided every day (PA.1).
- Some teachers still use candy as rewards (N.1).
- Some food available during the school day does not meet strong nutrition standards (N.2).

#### **Planning Question 2**

For each of the weaknesses identified above, list several recommended actions to improve the school's scores (e.g., create and maintain a school health committee).

1. Form a school health committee.
2. Have the school health committee review the district local wellness policy.
3. Conduct staff development on dealing with bullying.
4. Make sure all teachers are providing daily, 20 minute recess.
5. Give teachers ideas about non-candy rewards.
6. Work with the nutrition services staff to make sure all foods meet strong nutrition standards.

# Module Planning Question 3

- Planning Question 3: List each of the proposed actions identified in Planning Question 2 in the table. Use the scales to rank each action on the five dimensions below. Add the points for each action to get the total points.
  - Importance
  - Cost
  - Time
  - Commitment
  - Feasibility

# Completed Planning Question 3

## SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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

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

Module 1 Actions	Importance	Cost	Time	Commitment	Feasibility	Total Points	Top Priority Action?
Form a school health committee.	5	5	4	3	3	20	✓
Have the school health committee review the district local wellness policy.	3	5	2	2	4	16	
Conduct staff development on dealing with bullying.	5	3	3	5	4	20	✓
Make sure all teachers are providing daily, 20 minute recess.	4	5	4	3	4	20	✓
Give teachers ideas about non-candy rewards.	3	5	3	2	3	16	
Work with the nutrition services staff to make sure all foods meet strong nutrition standards.	3	2	2	2	2	12	

# Keep in Mind...

- Answer questions as accurately as possible. This is a self-help tool, not an instrument for punishing staff.
- There is no passing grade. This is designed to help you understand your school, not to compare your school with other schools.
- You should EXPECT to get at least some low scores. Low scores can help you build awareness of areas needing improvement.

# Implementing the SHI

1. Assemble SHI team
2. Conduct SHI introduction meeting
3. Complete self-assessment modules
4. **Conduct SHI planning meeting**

# Completed Overall Scorecard

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

## School Health Index Overall Score Card

For each module (row), write an X in the one column where  
the Module Score falls\*

	Low 0 – 20%	21% – 40%	Medium 41% – 60%	61% – 80%	High 81% – 100%
School Health Policies and Environment – Module 1			X		
Health Education – Module 2					X
Physical Education and Other Physical Activity Programs – Module 3	X				
Nutrition Services – Module 4				X	
School Health Services – Module 5			X		
School Counseling, Psychological, and Social Services – Module 6		X			
Health Promotion for Staff – Module 7	X				
Family and Community Involvement – Module 8		X			

\* Some schools like to write the module scores in each box.

# Action Plan

- Module groups present two or three actions
- SHI team selects manageable number of actions
- Team mixes both short- and long-term actions
- Team completes action plan (action, steps to completion, person responsible, timeline)

# Completed Action Plan

## SCHOOL HEALTH INDEX

### Sample School Health Improvement Plan

#### Instructions

1. In the first column: list the Actions that the School Health Index team has agreed to implement.
2. In the second column: list the specific Steps that need to be taken to implement each Action.
3. In the third column: list the people who will be responsible for each Step and when the work will be completed.

Actions	Steps	By Whom and When
1. Offer asthma education to students with asthma.	a. Develop survey to assess interest in asthma education (including when, where, and how often the program would occur).	Sally, Jim, and Jack, 10/2
	b. Ask students with asthma to complete survey.	Mildred P. 10/15
	c. Collect surveys and compile results into one-page summary.	Sally H. 10/25
	d. Contact American Lung Association for information on Open Airways.	Henry T. 11/3
	e. Present survey results and project plans to principal to get support for program and to request space for asthma education.	Sally H. 11/10
	f. Ask classroom teachers to allow students with asthma to participate in asthma education.	Mildred P. 11/26
	g. Create brochure and posters to promote program.	Henry T. 12/2
	h. Schedule and conduct asthma education.	Jim 12/15
	i. Get feedback from teachers, parents, and students regarding the program and its effectiveness.	Jack 1/15

# Keep in Mind...

- Some actions will involve simply making better use of existing resources.
- Other actions may require additional resources.
- Keep the team together to monitor progress.

# Resources

## PARENT ENGAGEMENT



Strategies for Involving Parents in School Health



# HECA

Health Education Curriculum A



National Center for Chronic Disease Prevention and Health Promotion  
Division of Adolescent and School Health

## SCHOOL EMPLOYEE WELLNESS

A Guide for Protecting  
of Our Nation's Schools



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- ▶ Game On!
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- ▶ Wellness Policy Tool
- ▶ Success Stories

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### Wellness Policy Tool

**Getting Started**  
Successful creation of a local wellness policy consists of the eight steps shown below. Click on a step to learn more about it.

**EVERY KID HEALTHY**

First Name

Last Name

Email

**PLEDGE!**

Action for Healthy Kids developed this tool with input from our partner organizations and volunteer Team members to help you create a local wellness policy that meets your district's unique goals for nutrition and physical activity and take the next steps to put the policy into action to positively impact students' health and lifelong choices.

In June 2004, the Child Nutrition and WIC Reauthorization Act was signed into law, making it mandatory for all local education agencies participating in the Federal School Meal Programs to create a local wellness policy by July 2006.

This Tool is intended to help anyone involved in developing, implementing, and evaluating wellness policies by providing practical guidance and how-to information

# What are the keys to success?

- School health champion (strong leadership)
- Administrative buy-in
- Team representation, cohesion, and commitment
- Clear, organized, and well-facilitated process (many schools are using outside facilitators)
- Starting with small, achievable goals
- Highlighting and build on successes

# SHI Online

CDC Home  
 Centers for Disease Control and Prevention  
CDC 24/7: Saving Lives. Protecting People. Saving Money through Prevention.

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## Adolescent and School Health

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### School Health Index

The *School Health Index (SHI): Self-Assessment & Planning Guide* is a self-assessment and planning tool that schools can use to improve their health and safety policies and programs. It's easy to use and completely confidential.

The SHI was developed by CDC in partnership with school administrators and staff, school health experts, parents, and national nongovernmental health and education agencies to

- Enable schools to identify strengths and weaknesses of health and safety policies and programs
- Enable schools to develop an action plan for improving student health, which can be incorporated into the School Improvement Plan
- Engage teachers, parents, students, and the community in promoting health-enhancing behaviors and better health

**New users:** Access to the SHI requires a CDC system-generated Reference Number. New users should complete information required to register a new team, after which you will receive your Reference Number by automated e-mail response.

**Current users:** Access your team SHI assessment using your assigned Reference Number. Upon entering your SHI, you should update your team information to ensure access to your Reference Number in the future, should it be lost or misplaced during personnel transitions. To update this information, go to the "My SHI Options" tab located on your SHI home page, scroll down, and open "Edit Team Information."

[Enter SHI](#)

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# How can I access the SHI?

- Complete the SHI interactively on the Web  
<http://www.cdc.gov/HealthyYouth/shi/>
- Download or print from Web site



DEPARTMENT OF HEALTH AND HUMAN SERVICES  
CENTERS FOR DISEASE CONTROL AND PREVENTION



# ***CDC's School Health Index: A Self-Assessment and Planning Guide***