SHI SCHOOL HEALTH INDEX
A Self-Assessment and Planning Guide

American School Health Association Conference
CDC Healthy Schools Program
October 2018
• Overview of the School Health Index (SHI)
• SHI Activity and Discussion
• Q and A
SHI QUIZ – TRUE OR FALSE?

• The SHI is used as a tool for research and evaluation

• The SHI is a process that involves low-cost or no-cost strategies

• The SHI is an educational and community-organizing process

• The SHI is a long, bureaucratic and painful process
• The SHI is used as a tool for research and evaluation .....FALSE

• The SHI is a process that involves low-cost or no-cost strategies .....TRUE

• The SHI is an educational and community-organizing process .....TRUE

• The SHI is a long, bureaucratic and painful process .....FALSE
What is the Purpose of the SHI?
CDC School Health Guidelines, Strategies
Health Topics in the SHI
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.
SHI Format

• Completed by school health teams
• Two separate versions:
  ▪ Elementary School
  ▪ Middle School/High School
• Self-Assessment: 11 modules
• Planning: Planning for Improvement section
What the SHI Is and Is Not

- Self-assessment and planning tool
- Educational and community-organizing process

- Research or evaluation tool
- Tool to audit or punish school staff
What the SHI Is and Is Not

- Identifies low-cost or no-cost changes
- Focused, reasonable, and user-friendly experience

- Requires expensive changes
- Long, bureaucratic, and painful process
Modules - WSCC components

Module 1 – School Health and Safety Policies and Environment
Module 2 – Health Education
Module 3 – Physical Education and Other Physical Activity Programs
Module 4 – Nutrition Environment and Services
Module 5 – School Health Services
Module 6 – School Counseling, Psychological, and Social Services
Module 7 – Social and Emotional Climate
Module 8 – Physical Environment
Module 9 – Employee Wellness and Health Promotion
Module 10 – Family Engagement
Module 11 – Community Involvement
- Form a team
- Hold a meeting
- Complete modules and planning questions
- Review results/Create action plan
- Re-evaluate
Form a Team
**SHI Process**

- Form a team
- Hold a meeting
- Complete modules and planning questions
- Review results/Create action plan
- Re-evaluate
• Importance of SHI Coordinator
• Explain the SHI
• Identify module coordinators/teams
• Assign modules
• Provide directions for completing modules and planning questions
SHI Process

- Form a team
- Hold a meeting
- Complete modules and planning questions
- Review results/Create action plan
- Re-evaluate
Sample SHI Question

CC.1 Health services provided by a full-time school nurse

- Does your school have a full-time, registered school nurse responsible for health services all day, every day? Are an adequate number of full-time school nurses provided, based on the recommendation of at least one nurse per school?

- NOTE: More nurses are recommended if students have extensive nursing needs.
3 = Yes, we have a registered school nurse present all day every day

2 = We have a registered school nurse present most of the time each week.

1 = We have a registered school nurse present some of the time each week, or we have an LPN or UAP (supervised by a school nurse) who is present at least some of the time each week.

0 = No, we do not have a registered school nurse, LPN, or UAP present in our school, or we have an unsupervised LPN or UAP in our school.
Sample Completed Score Card
Module 1: School Health and Safety Policies and Environment

Instructions:
1. Carefully read and discuss the Module 1 Discussion Questions (pages 5-34), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. 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 36-37).

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC.1 Representative school health committee or team</td>
</tr>
<tr>
<td>CC.2 Written school health and safety policies</td>
</tr>
<tr>
<td>CC.3 Communicate health and safety policies to students, parents, staff members, and visitors</td>
</tr>
<tr>
<td>CC.4 Overcome barriers to learning</td>
</tr>
<tr>
<td>CC.5 Inclusionary experiences</td>
</tr>
<tr>
<td>CC.6 School policies inform health and safety</td>
</tr>
<tr>
<td>CC.7 Standard operations policy</td>
</tr>
<tr>
<td>CC.8 Written crisis procedures and response plan</td>
</tr>
<tr>
<td>PA.1 Minimum safe play environment</td>
</tr>
<tr>
<td>PA.2 Activities</td>
</tr>
<tr>
<td>PA.3 Equipment and structural standards</td>
</tr>
<tr>
<td>PA.4 Access to physical activity facilities outside school hours</td>
</tr>
<tr>
<td>PA.5 Prevent student abuse and neglect</td>
</tr>
<tr>
<td>PA.6 Prevent bullying and racist actions</td>
</tr>
<tr>
<td>PA.7 Prevent student theft or loss of materials</td>
</tr>
<tr>
<td>PA.8 Anti-bullying policies in school and classroom</td>
</tr>
<tr>
<td>N.1 All foods sold during the school day meet the USDA’s Smart Snacks in School nutrition standards</td>
</tr>
<tr>
<td>N.2 All beverages sold during the school day meet the USDA’s Smart Snacks in School nutrition standards</td>
</tr>
<tr>
<td>N.3 All foods and beverages served and offered during the school day meet USDA’s Smart Snacks in School nutrition standards</td>
</tr>
<tr>
<td>N.4 All foods and beverages served during the extended school day meet USDA’s Smart Snacks in School nutrition standards</td>
</tr>
</tbody>
</table>

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

<table>
<thead>
<tr>
<th>Fully In Place</th>
<th>Partially In Place</th>
<th>Under Development</th>
<th>Not In Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>12</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

**(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (60) by subtracting 3 for each question eliminated)**

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

**MODULE SCORE:** \( \frac{62\%}{60} \times 100 \)

**NOTE:** For simplicity, this example shows only Cross-Cutting, Physical Activity, and Nutrition Items. The denominator has been adjusted accordingly.
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.
<table>
<thead>
<tr>
<th>SHIP Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Form a team</td>
</tr>
<tr>
<td>- Hold a meeting</td>
</tr>
<tr>
<td>- Complete modules and planning questions</td>
</tr>
<tr>
<td>- Review results/Create action plan</td>
</tr>
<tr>
<td>- Re-evaluate</td>
</tr>
</tbody>
</table>
Module Planning Questions

• 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).
Sample Completed Planning Questions
Module 1: School Health and Safety 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.6).
- Could make more enrichment experiences available to students (CC.5)
- Recess is not provided every day (FA.2).
- Some teachers still use candy as rewards (N.1).
- Some food available during the school day does not meet school nutrition standards (N.4).

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 or hire new staff to provide enrichment experiences for students.
4. Make sure all teachers are providing daily, 20 minute recess.
5. Give teachers ideas about non-food rewards.
6. Work with the nutrition services staff to make sure all foods meet school nutrition standards.
Module Planning Questions

• 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
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. The actions with the highest points should be considered in determining your priority actions.

<table>
<thead>
<tr>
<th>Importance</th>
<th>How important is the action?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = Very important</td>
<td>3 = Moderately important</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cost</th>
<th>How expensive would it be to plan and implement the action?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = Not expensive</td>
<td>3 = Moderately expensive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>How much time and effort would it take to implement the action?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = Little or no time and effort</td>
<td>3 = Moderate time and effort</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commitment</th>
<th>How enthusiastic would the school community be about implementing the action?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = Very enthusiastic</td>
<td>3 = Moderately enthusiastic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feasibility</th>
<th>How difficult would it be to attain the action?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = Not difficult</td>
<td>3 = Moderately difficult</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 1 Actions</th>
<th>Importance</th>
<th>Cost</th>
<th>Time</th>
<th>Commitment</th>
<th>Feasibility</th>
<th>Total Points</th>
<th>Top Priority Action?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form a school health committee.</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>20</td>
<td>✓</td>
</tr>
<tr>
<td>Have the school health committee review the district local wellness policy.</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Conduct staff development or hire new staff to provide enrichment experiences for students.</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>20</td>
<td>✓</td>
</tr>
<tr>
<td>Make sure all teachers are providing daily, 20 minute recess.</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>20</td>
<td>✓</td>
</tr>
<tr>
<td>Give teachers ideas about non-food rewards.</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Work with the nutrition services staff to make sure all foods meet school nutrition standards.</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>


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.
# Overall Scorecard

For each module, a "✓" appears where the module score falls. Use these scores to create a Plan for Improvement.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 - School Health and Safety Policies and Environment</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Module 2 - Health Education</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Module 3 - Physical Education and Physical Activity Programs</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Module 4 - Nutrition Environment and Services</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Module 5 - School Health Services</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Module 6 - School Counseling, Psychological, and Social Services</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Module 7 - Social and Emotional Climate</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Module 8 - Physical Environment</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Module 9 - Employee Wellness and Health Promotion</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Module 10 - Family Engagement</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Module 11 - Community Involvement</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
Create an Action Plan

• Highlight strengths and weaknesses and two or three actions by module
• SHI team selects manageable number of actions (2 - 4 per year)
• Team mixes short- and long-term actions
• Team completes action plan (action, steps, person responsible, timeline)
Sample School Health Improvement Plan

Instructions
1. In the first column: list, in priority order, 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.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Steps</th>
<th>By Whom and When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish a set of competitive food offerings that align with strong nutrition standards.</td>
<td>a. Contact other schools and experts to identify different models.</td>
<td>Sally H. 10/2</td>
</tr>
<tr>
<td></td>
<td>b. Conduct taste tests for healthy alternatives that students like.</td>
<td>Mildred P. 10/23</td>
</tr>
<tr>
<td></td>
<td>c. Meet with principal to get support.</td>
<td>Sally H. 10/25</td>
</tr>
<tr>
<td></td>
<td>d. Develop draft competitive food offerings.</td>
<td>Henry T. 11/3</td>
</tr>
<tr>
<td></td>
<td>e. Get feedback from teachers, parents, students, administrators, and community members.</td>
<td>Sally H. 11/15</td>
</tr>
<tr>
<td></td>
<td>f. Develop slide show about new choices to staff, students, parents, and district.</td>
<td>Mildred P. 11/26</td>
</tr>
<tr>
<td></td>
<td>g. Schedule and deliver presentations to staff, students, and parents.</td>
<td>Henry T. 12/2</td>
</tr>
</tbody>
</table>
SHI Process

- Form a team
- Hold a meeting
- Complete modules and planning questions
- Review results/Create action plan
- Re-evaluate
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)
• Start with small, achievable goals
• Highlight and build on successes
Think Pair Share

How do you think your schools could benefit from completing the SHI?

What health topic area(s) is/are most importance to your school? Why?

• Physical activity and physical education
• Nutrition
• Tobacco use prevention
• Alcohol and other drug use prevention
• Chronic health conditions (e.g., asthma, food allergies)
• Unintentional injury and violence prevention (safety)
• Sexual health, including HIV, other STD and pregnancy prevention
School Health Index

- The full, comprehensive SHI, developed by CDC, is available in downloadable/hard copy pdf and online at:
  
  https://www.cdc.gov/healthyschools/shi/index.htm

- Alliance for a Healthier Generation’s adaption of SHI is available:
  
  https://schools.healthiergeneration.org/dashboard/about_assessment/

- Action for Healthy Kids’ adaption of SHI is available:
  
  https://afhkschoolportal.force.com/AFHK_Communities_Login
Training Tools for Healthy Schools eLearning Series
Promoting Health and Academic Success (TTHS)

- School Health Index (SHI)
- School Health Guidelines to Promote Healthy Eating and Physical Activity (SHG)
- Comprehensive School Physical Activity Programs (CSPAP)
- Parents for Healthy Schools (P4HS)
- Health Education Curriculum Analysis Tool (HECAT)
SHI Online

Access Your Team SHI Assessment

Reference Number:

Go

Forgot your reference number?

Existing

Register a New Team

Register your team to start a new SHI assessment for your school.

Register

Request to join an existing team

New
Questions?
• One new thing I learned....
• One thing I am going to go back home and research...
• I need more information on...
• I’m excited for....