

Assessing Your School for Quality

Tina Dake, M.Ed.
Whitmer High School
cdake@wls4kids.org

Session Objectives

1. Describe the purpose of the School Health Index (SHI).
2. Explain the contents of the SHI.
3. Identify the results of implementing the SHI in schools.
4. Explain what the SHI is and the process for implementation.
5. Provide examples of the SHI process.

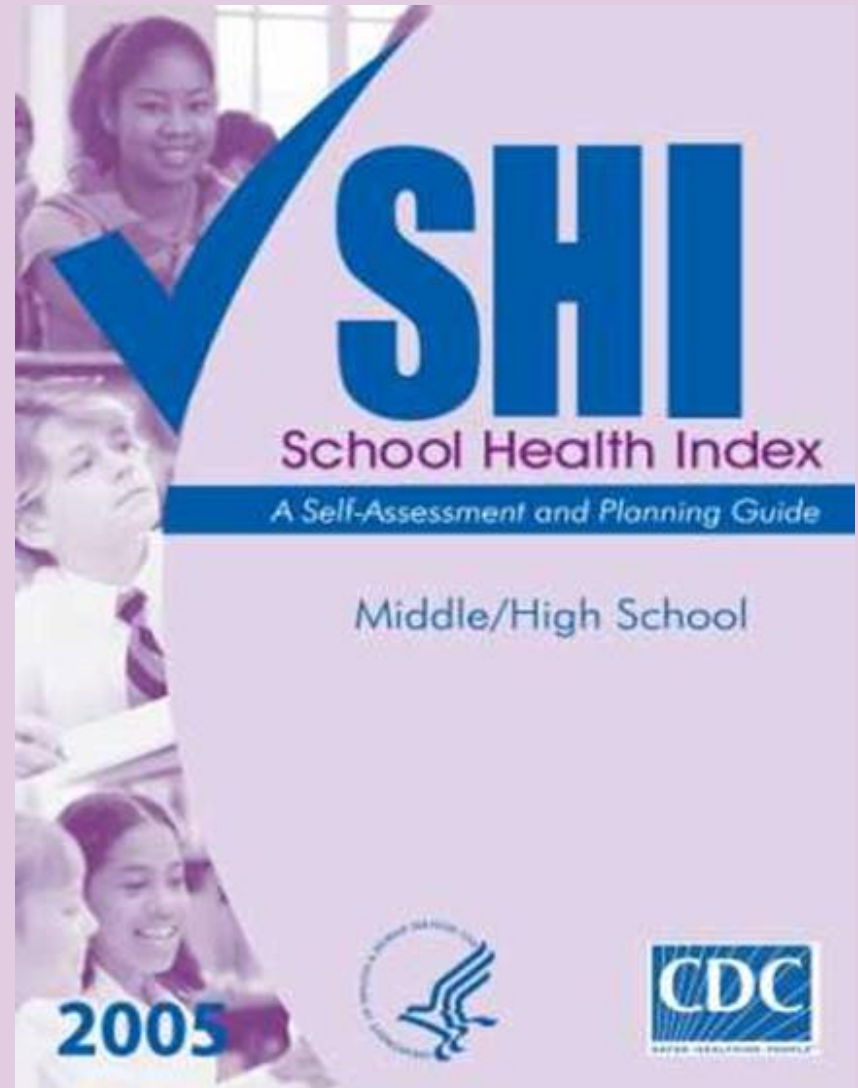
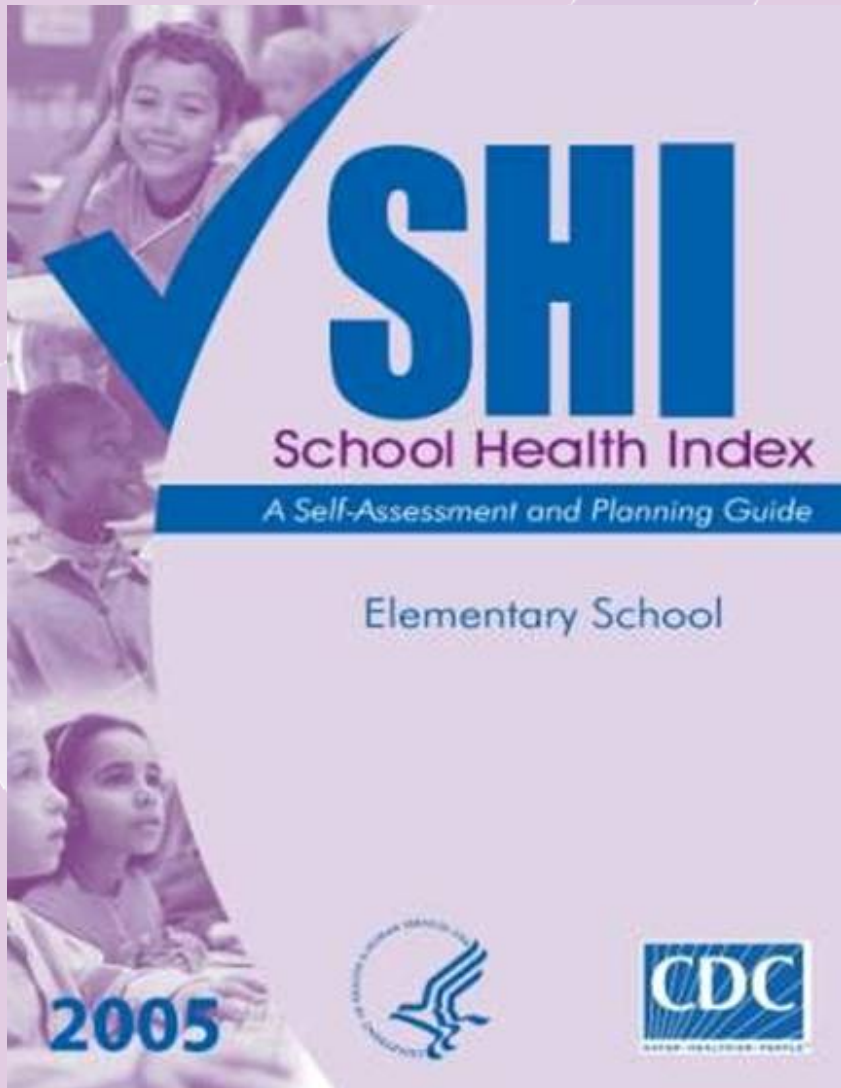


DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION



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

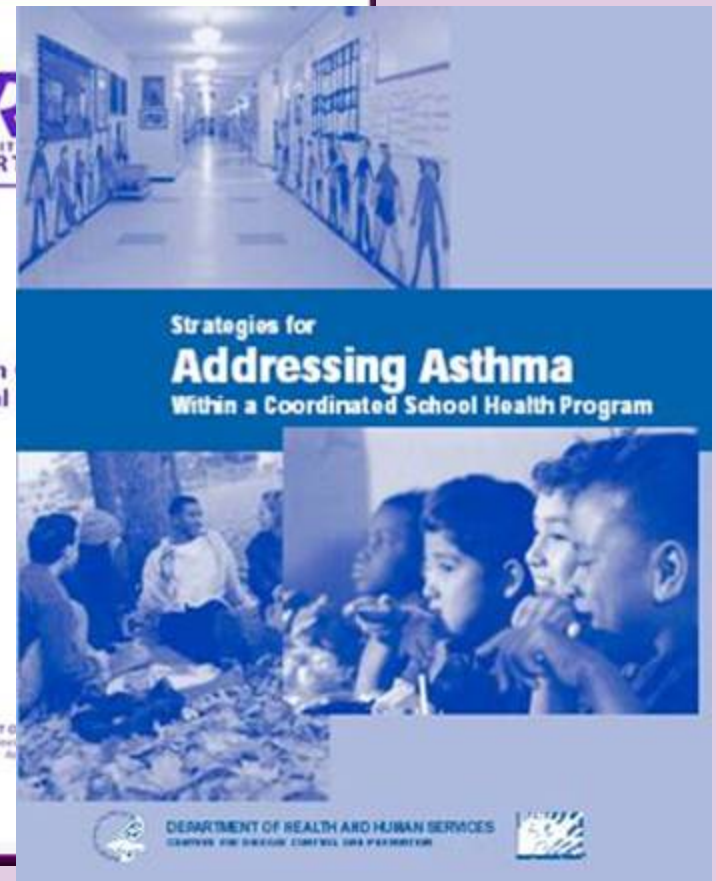
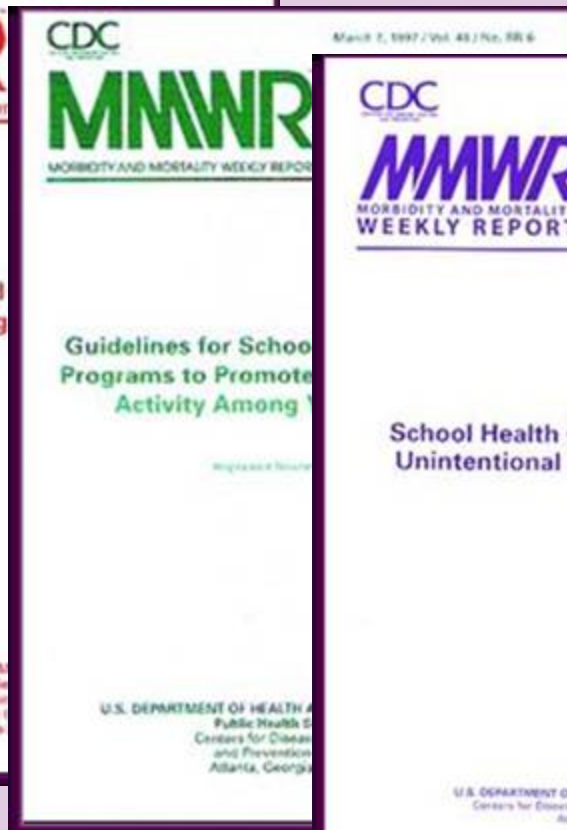
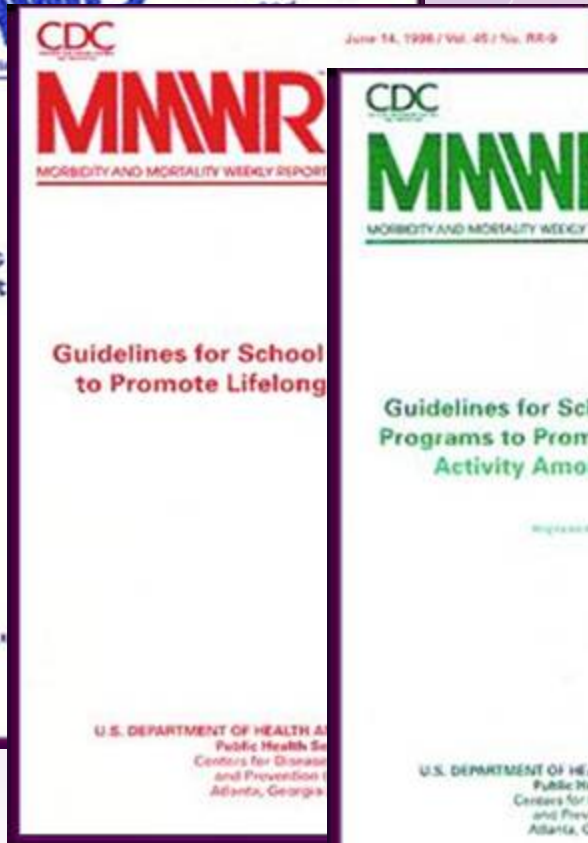
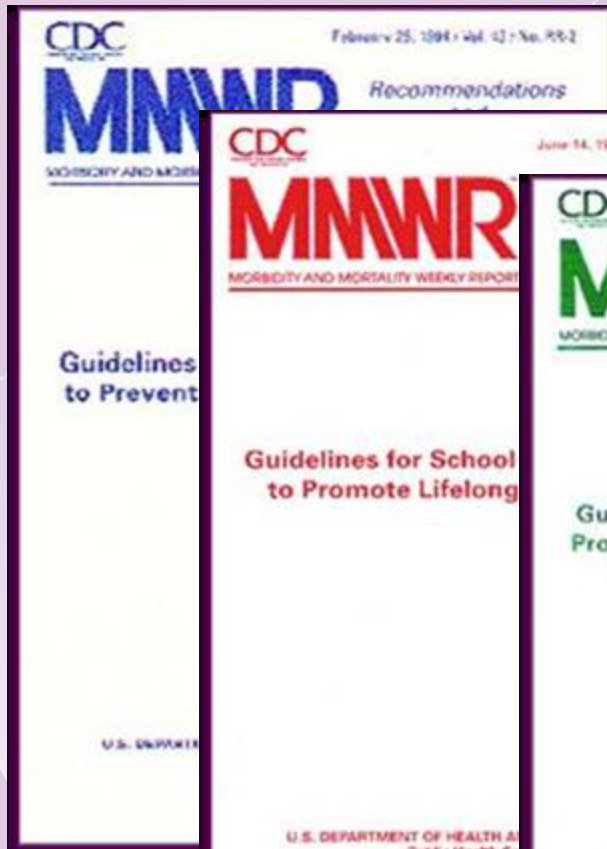
School Health Index



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



Health Topics in the SHI (4th edition)

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

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.

Whitmer High School

As a result of implementing the SHI, Whitmer has

- Started an Active for Life fitness program.
- Implemented the Stay Tobacco Free Athlete Mentor Program (STAMP).
- Published Whitmer Wellness, a monthly newsletter about fitness and nutrition topics.
- Included health information to parents in the quarterly Whitmer Pride.
- Implemented more fitness concepts in physical education.
- Implemented the Snackwise nutrition program.

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 Program model
- **Planning:** Planning for Improvement section

Question Coding

CC = cross-cutting

PA = physical activity

N = nutrition

T = tobacco-use prevention

S = safety (unintentional injury and violence prevention)

A = asthma

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 food service 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 Policies and Environment (sample topics)

- Representative school health committee
- Prohibit use of physical activity as punishment
- Adequate physical activity facilities
- Student access to facilities outside school hours
- Fundraising supports healthy eating
- Adequate time to eat school meals
- Enforce tobacco-use policies
- Prohibit tobacco use among students, staff, and visitors
- Maintain safe physical environment
- No tolerance for harassment or bullying

Question CC.1

Representative school health committee

Does the school have a representative* committee that meets at least twice a year and oversees school health and safety policies and programs?

Question CC.1

****Representative** means that it includes relevant members of the school and local communities (e.g., parents, students, teachers, administrators, food service staff, nurses, coaches, and counselors) and members of health departments, community organizations, and law enforcement agencies.*

Question CC.1

3 = Yes.

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

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

0 = No.

SHI: Questions - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites Recycle Bin Mail Print Word Pad Internet Options

Address http://apps.nccd.cdc.gov/shi/OnlineSHI/Questions/Questions.aspx?ModuleID=2 Go

Google C Go Bookmarks 53 blocked Check AutoLink AutoFill Send to Settings

CDC National Center for Chronic Disease Prevention and Health Promotion
Healthy Youth!

[Log out](#)

School Health Index (SHI) [Help](#)

Whitmer HS, Welcome to your SHI

[teamwork](#) [SHI History](#)

Whitmer HS Saved: 10/24/2005
Middle and High School SHI

[Modules/Questions](#) | [Overall Scorecard](#) | [Plan for Improvement](#)

Module 2 [Print this Page](#)

Health Education

Discussion Questions 1 of 15
Required health education course (CC.1)

1. Does the school require all students to take and pass at least one health education course?

NOTE: If your school has more than four grade levels (e.g., grades 7-12), answer this question instead: "Does the school require all students to take and pass at least two health education courses?," and for answer response 2 below replace "one course" with "two courses."

- Yes.
- Students are required to take one course, but they do not have to take it again if they fail it (see note above).
- No, but there is an elective health education course.
- No.
- Does not apply

[Next >>](#)

[Privacy Policy](#) | [Accessibility](#)

[Healthy Youth Home](#) | [Contact Us](#)

Completed Module Scorecard

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

Module 1: School Health and Safety Policies and Environment Score Card

Instructions

- Carefully read and discuss the Module 1 Discussion Questions (pages 5-21), 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 23-24).

	Fully In Place	Partially in Place	Under Develop- ment	Not in Place
CC.1 Representative school health committee	3	2	1	0
CC.2 Written school health and safety policies	3	2	1	0
CC.3 Communicate school health and safety policies to students, parents, staff, and visitors	3	2	1	0
CC.4 Connectedness to school	3	2	1	0
CC.5 Overcome barriers to learning	3	2	1	0
CC.6 Enrichment experiences	3	2	1	0
S.1 Safe physical environment	3	2	1	0
S.2 Maintain safe physical environment	3	2	1	0
S.3 No tolerance for harassment or bullying	3	2	1	0
S.4 Active supervision to promote safety	3	2	1	0
S.5 Written crisis response plan	3	2	1	0
S.6 Staff development on unintentional injuries, violence, and suicide	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 Fundraising efforts supportive of healthy eating	3	2	1	0
N.3 Restrict access to foods of minimal nutritional value	3	2	1	0
N.4 Restrict access to other foods of low nutritive value	3	2	1	0
N.5 Hands washed before meals and snacks	3	2	1	0
T.1 Prohibit tobacco use among students	3	2	1	0
T.2 Prohibit tobacco use among staff and visitors	3	2	1	0
T.3 Enforce tobacco-use policies	3	2	1	0
T.4 Prohibit tobacco advertising	3	2	1	0
A.1 Written policies for self-carry and self-administration of medications	3	2	1	0
A.2 Professional development on asthma	3	2	1	0
A.3 Implement indoor air quality practices	3	2	1	0
A.4 Implement integrated pest management practices	3	2	1	0

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

15	14	6	0
----	----	---	---

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (87) by subtracting 3 for each question eliminated.)

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

35

MODULE SCORE =
(Total Points / 87) X 100

40%

Whitmer HS Saved: 10/24/2005
 Middle and High School SHI

[Modules/Questions](#) | [Overall Scorecard](#) | [Plan for Improvement](#)

Module 1 Summary

[Print this Page](#)

This is your scorecard for the questions you completed in Module 1

	Fully in place	Partially in place	Under development	Not in place	Does not apply
1. Representative school health committee (CC.1)		2			
2. Written school health and safety policies (CC.2)		2			
3. Communicate school health and safety policies to students, parents, staff, and visitors (CC.3)		2			
4. Connectedness to school (CC.4)		2			
5. Overcome barriers to learning (CC.5)	3				
6. Enrichment experiences (CC.6)	3				
7. Safe physical environment (S.1)		2			
8. Maintain safe physical environment (S.2)			1		
9. No tolerance for harassment or bullying (S.3)	3				
10. Active supervision to promote safety (S.4)	3				
11. Written crisis response plan (S.5)			1		
12. Staff development on unintentional injuries, violence, and suicide (S.6)			1		
13. Access to physical activity facilities outside school hours (PA.1)				0	
14. Adequate physical activity facilities (PA.2)			1		
15. Prohibit using physical activity as punishment (PA.3)	3				
16. Prohibit using food as reward or punishment (N.1)				0	
17. Fundraising efforts supportive of healthy eating (N.2)				0	
18. Restrict access to foods of minimal nutritional value (N.3)		2			
19. Restrict access to other foods of low nutritive value (N.4)	3				
20. Prohibit tobacco use among students (T.1)	3				
21. Prohibit tobacco use among school staff and visitors (T.2)			1		
22. Enforce tobacco-use policies (T.3)		2			
23. Prohibit tobacco advertising (T.4)	3				
24. Tobacco-use cessation services (T.5)	3				
Column Totals	27	14	5	0	-

Total Points/Maximum Points 46/72
Module 1 score 64%

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.

Our physical environment is safe, and we do not tolerate bullying.

Have a written crisis response plan, and it is practiced regularly.

Do not use physical activity as punishment or unhealthy foods as rewards.

Smoking is prohibited all over campus, as is advertising of cigarettes.

Weaknesses

Do not have a committee to oversee our health programs (CC.1).

Not all our students are actively supervised (1A).

Indoor and outdoor facilities for physical activity are not often available outside of school hours (PS.1).

Fundraising efforts do not support healthy eating (N.2).

Could enforce our tobacco-use policies better (T.2).

Staff development on unintentional injuries, violence, and suicide are inadequate (1.6).

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. Conduct staff development on active supervision techniques.*
- 3. Make indoor and outdoor facilities for physical activity available outside school hours.*
- 4. Find alternatives for fundraising.*
- 5. Strengthen enforcement of tobacco-use policies.*
- 6. More staff development on preventing unintentional injuries and violence.*

10. Physical education is enjoyable (PA.10)		2			
11. Promote community physical activities (PA.11)			1		
12. Credentialed physical education teachers (PA.12)	3				
13. Professional development for teachers (PA.13)		2			
14. Participation in extracurricular physical activity programs (PA.14)			1		
15. Training requirements for coaches (PA.15)				0	
16. Address special health care needs (PA.16/A.1)		2			
17. Physical education safety practices (S.1/PA.17/A.2)	3				
18. Physical activity facilities meet safety standards (S.2/PA.18)	3				
19. Athletics safety requirements (S.3/PA.19)	3				
Column Totals	15	8	4	0	-

Total Points/Maximum Points 27/57

Module 3 score 47%

- Strengths and the weaknesses of your school's policies and environment related to students' health and safety.

Strengths

- Grading apart of GPA
- Teachers with credentials in Physical education
- Appropriate safety precautions, requirements and practices are done
-
-
-
-
-
-
-
-

Weaknesses

- Not enough time spent in physical education
- High student to teacher ratio 1/40
- Students do not design or implement own individualized phy. act. plan
- Student's fitness level is not assessed in beginning or end to see improvement
- Teaching practices that cause inactivity: elimination games etc..
- Do not promote enough community physical activity
- Coaches are not trained in area
- Students not active for majority of class time
-
-

- Action 1**

Promote physical activity outside school by having an events bulletin board with places to go and local races etc...

Importance: 1= Not important 3 = Moderately important 5 = Very important

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.

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

Module I Actions	Importance	Cost	Time	Commitment	Feasibility	Total Points	Top Priority Action?
Meet with principal to form school health committee.	5	5	4	3	3	20	√
Conduct staff development on active supervision techniques.	4	4	2	3	4	17	
Open indoor and outdoor facilities outside of school hours	3	5	5	3	5	21	√
Fundraising alternatives	3	5	4	2	2	16	
Better tobacco-use policies	2	5	5	5	3	20	√
More and continued staff development on violence and injury prevention	4	3	3	4	4	18	

Feasibility:	1=Very difficult	3=Moderately difficult	5=Not difficult
3	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Total Points:			
18			
Is Action 2a top priority? <input type="radio"/> Yes <input type="radio"/> No			

Action 3
 Fitness assessments at beginning of semester and end of semester to see improvement: establish personal fitness goals and fitness log.

Importance:	1 = Not important	3 = Moderately important	5 = Very important
3	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Cost:	1 = Very expensive	3 = Moderately expensive	5 = Not expensive
5	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5
Time:	1 = Very great time and effort	3 = Moderate time and effort	5 = Little or no time and effort
4	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5
Commitment:	1=Not enthusiastic	3=Moderately enthusiastic	5=Very enthusiastic
4	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5
Feasibility:	1=Very difficult	3=Moderately difficult	5=Not difficult
3	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Total Points:			
19			
Is Action 3a top priority? <input type="radio"/> Yes <input type="radio"/> No			

Action 4
 Increase activity during class by starting students with a warm-up and have them stretch in squads while taking attendance, limit elimination games and when space is limited use fitness stations to maintain activity without sitting.

Importance:	1 = Not important	3 = Moderately important	5 = Very important
5	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5

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.

[Log out](#)

School Health Index (SHI)
Whitmer HS, Welcome to your SHI

[Help](#)

[teamwork](#) [SHI History](#)

Whitmer HS Saved: 10/24/2005
 Middle and High School SHI

[Modules/Questions](#) | [Overall Scorecard](#) | [Plan for Improvement](#)

Overall Scorecard

[Print this Page](#)

For each module, an "X" appears where the module score falls. Use these scores to create a [Plan for Improvement](#).

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

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

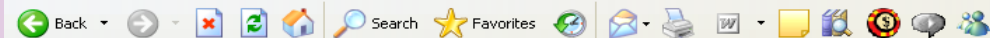
SCHOOL HEALTH INDEX

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



	I.		
	J.		

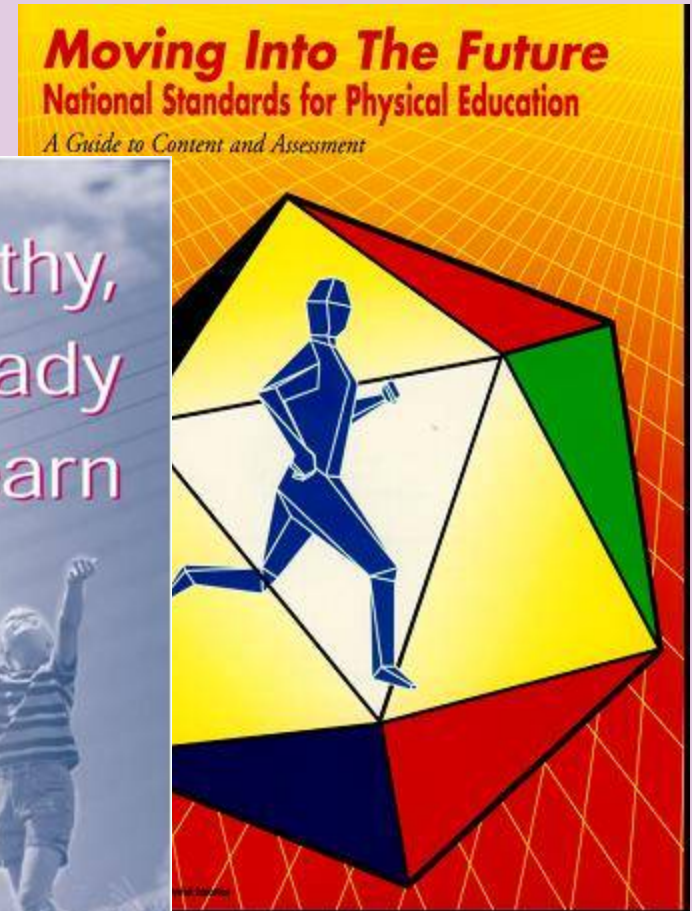
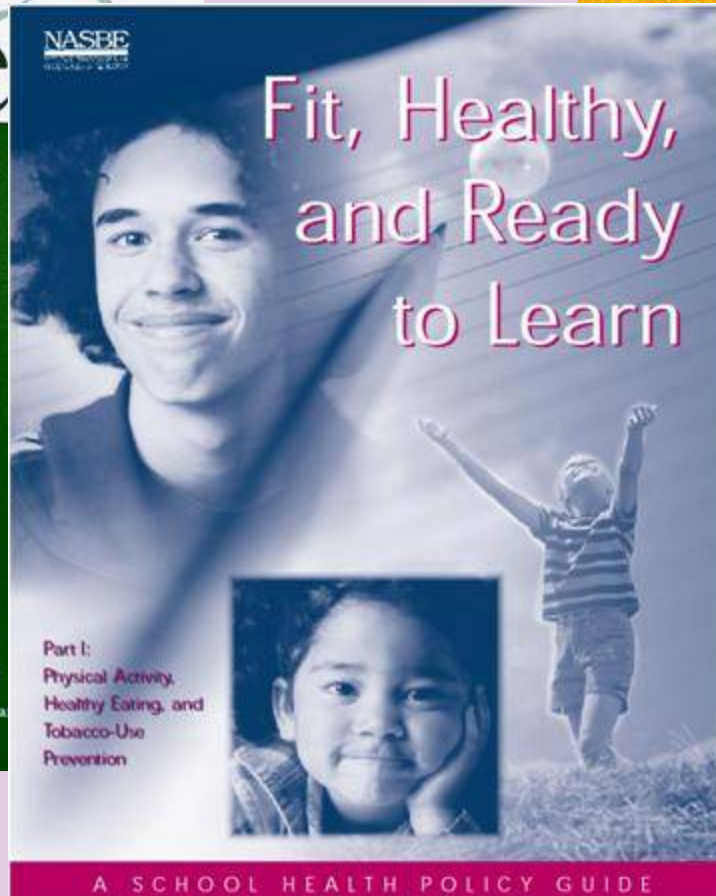
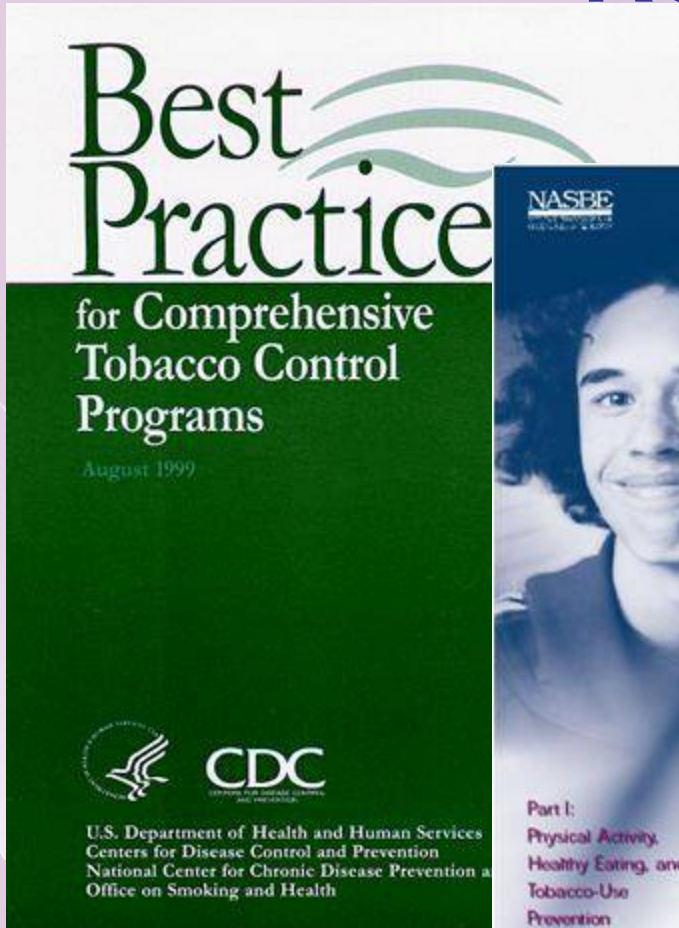
Action	Steps	By whom	Date (MM/DD/YYYY)
4. Whitmer Wellness monthly newsletter	A. Brainstorm monthly article ideas	SHAC	10/4/2006
	B. Distribute sign up sheet for SHAC members to write one article for Whitmer Wellness	SHAC	10/4/2006
	C. Monthly Proof reading	Carol	10/26/2006
	D. Monthly Editing	Tina	10/26/2006
	E. Copy and distribute Whitmer Wellness to Whitmer employees each month	Tina and Ann	10/30/2006
	F.		
	G.		
	H.		
	I.		
	J.		

Action	Steps	By whom	Date (MM/DD/YYYY)
5. Implement Snackwise; Create a "Caught You Eating Good" incentive program	A. Have Youth Advocate students place green, yellow or red stickers on the vending machine items	Tina	10/17/2006
	B. Contact Brian Anderson for Snackwise posters	Tina	10/27/2006
	C. Contact Deb Agee to confirm the Snackwise items for the November menu's	Tina	10/17/2006
	D. Have Youth Advocate students create a brochure for students highlighting the Snackwise food choices	Tina and Becky	10/20/2006
	E. Seek approval from the school principal, Brad Faust, to implement "Caught You Eating Good" incentive program	Tina	10/9/2006
	F. Create details for implementation of the "Caught You Eating Good" incentive program	SHAC	11/8/2006
	G.		
	H.		

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




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

How can my school access the SHI?

- Complete the SHI interactively on the Web
<http://www.cdc.gov/HealthyYouth/shi/>
- Download, print, or order from Web site
- Request by
 - E-mail: cdc-info@cdc.gov
 - Toll-free phone: 1-800-CDC-INFO

SHI Online



SAFER • HEALTHIER • PEOPLE™

[CDC Home](#) | [Search](#) | [Health Topics A-Z](#)


National Center for Chronic Disease Prevention and Health Promotion

Healthy Youth!

Welcome to the School Health Index (SHI)

A Self-Assessment and Planning Guide

The SHI 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.

 [What can the SHI do for my school?](#)

[How can my school implement the SHI?](#)

WHAT'S NEW!

[SHI Mini-Grants Recently Awarded!](#)

[Asthma](#) content now online.

[Share Your Stories!](#)

[Introduction](#)

[Instructions](#)

[Resources](#)

[Glossary](#)

[Online SHI](#)

[Paper Format](#)

[Share your Stories and Comments!](#)

Get Started

[Participate Online](#)

This popular self-assessment and planning tool for schools is now available online!

[Participate Using a Paper Format](#)

Just need a paper copy? Download the PDF, customize and print a copy, or order a printed copy.

Need help? [Read instructions](#) on how to use the School Health Index.

Team Name:

Password:

[Log In](#)

[New User](#)
[Forgot your password?](#)

Any Questions?

Contact information:

Tina Dake

cdake@wls4kids.org

419-473-8383 extension 7864