

WEBINAR

WHEN LEADERSHIP LEADS TO WELLNESS:

School Health Index (SHI) as a Strategic
Tool for Superintendent Decision Making

Thursday, August 20, 2026

 **3:00p.m. ET**

LET'S GET STARTED



Your phones are muted by the Zoom webinar system.



If you want to pose a question or comment, look for the **chat window** to type your question.



The webinar is recorded and will be available online.

When Leadership Leads to Wellness: SHI as a Strategic Tool for Superintendent Decision Making

DIVISION OF ADOLESCENT AND SCHOOL HEALTH (DASH)
CENTERS FOR DISEASE CONTROL AND PREVENTION

Melissa Fahrenbruch, M Ed.



Today's Presentation

- Overview- CDC's Division of Adolescent and School Health
- School Health Index (SHI)
- Tools and Resources
- Q and A- Next Steps



Objectives

- Learn about DASH tools and resources as well as funding available across the country
- Understand how SHI administration and identifying school areas to improve upon enhance school opportunities for policies and best practices.
- Recognize specific resources available to assist with the implementation of the SHI results.



Icebreaker- Drop in the Chat



Yes



Somewhat



I don't know

1. I am here to learn about the SHI.
2. I have a school that has administered the school health index.
3. I have or am a member of a school health committee or council that supports the administration of the SHI.

Healthy Students Do Better in School

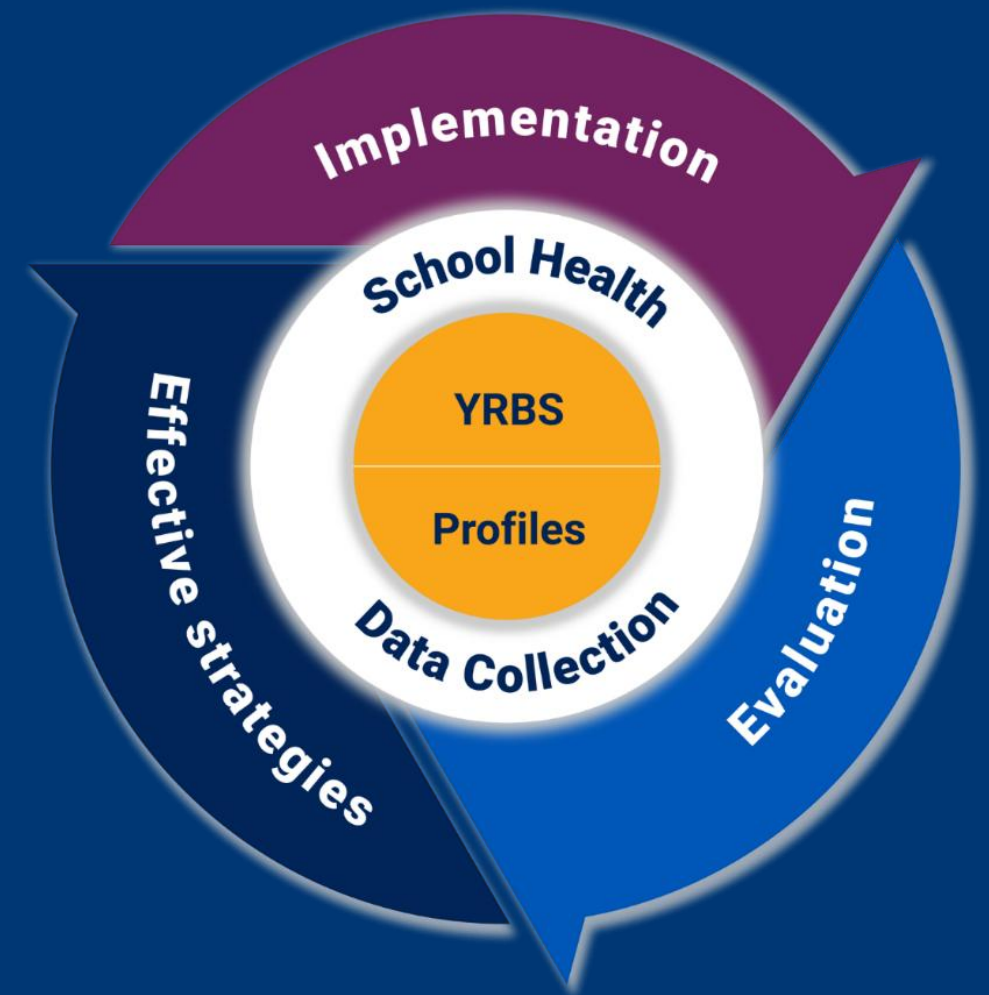
Students that....



- Have increased test scores
- Have increased grades
- Have increased school attendance
- Have improved classroom behavior

Division of Adolescent and School Health (DASH) Approach

- Work with and through schools to understand and improve the health and well-being of all students.
- Strengthen **school-based education, health services, healthy school environments, and community connections.**
- Support **64 state, local, and territorial health and education agencies** to administer the high school Youth Risk Behavior Survey (YRBS) and improve school health-related policies and practices.



DASH's Work is Vital for Child and Adolescent Health

- Poor child and adolescent health behaviors often **continue in adulthood**, contributing to **\$4.5 trillion** spent treating chronic and mental health conditions.
- **Every dollar invested in child and adolescent health saves \$8.34** in future direct healthcare costs for the treatment and management of chronic diseases.

America's youth are suffering, which risks our future prosperity and national security.

 **40%** of U.S. high school students report symptoms of depression.

 **75%** of U.S. high school students do not meet basic physical activity guidelines.

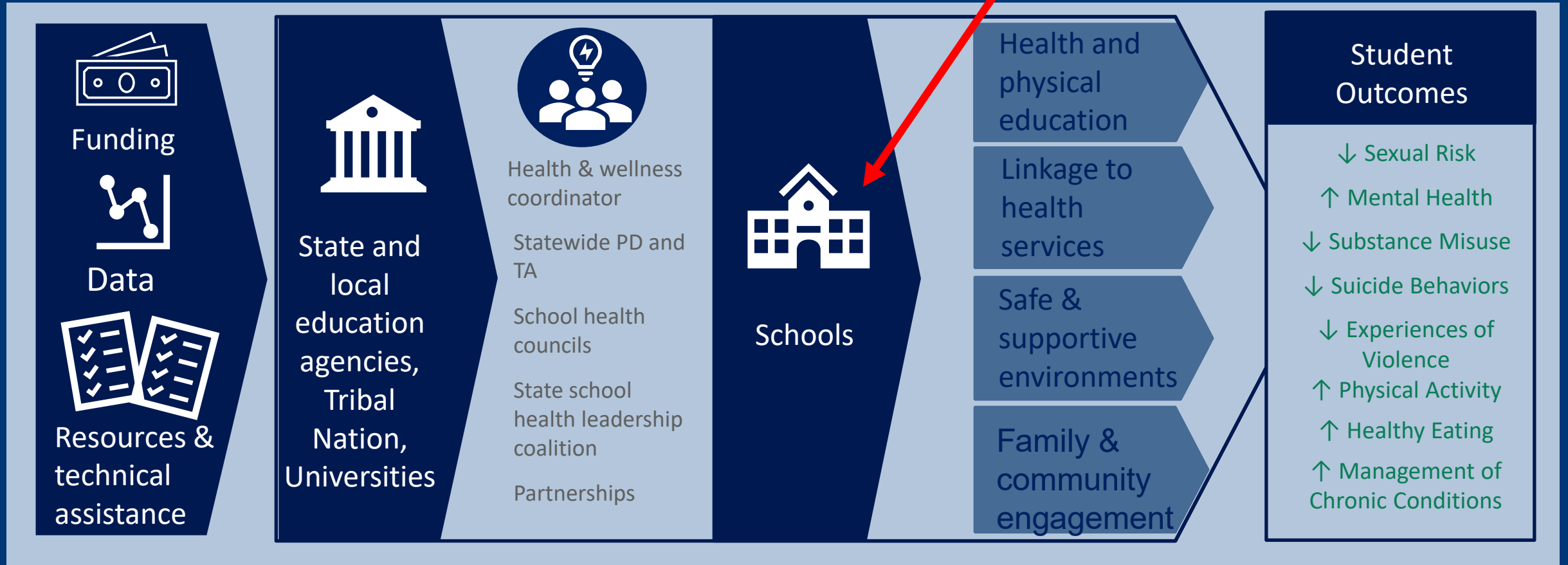
 **77%** of young Americans are ineligible for military service due to physical, mental, or behavioral health conditions.

DASH Impact

- DASH strategies decrease violence, substance use, and suicide attempts, and increase comprehensive physical activity programs.
- For just **\$7 per student**, DASH programs reach **15.6 million students** across 41 recipients.
- **Shelby County Schools in Tennessee** promoted the use of their student-based health center and increased student use of **health clinics by 150%**.
- The **Oklahoma Department of Education** implemented a school health program and saw a **27% increase** in student **physical activity**.



How the DASH Program Works



Data Systems



DASH Data Systems



Youth Risk Behavior Survey (YRBS)

- ✓ Largest U.S. youth health surveillance system.
- ✓ 35+ years of data, 5+ million survey responses.
- ✓ Representative surveys of high school students.



School Health Profiles (Profiles)

- ✓ Only system monitoring school health policies and practices across America.
- ✓ Data from school principals and health education teachers yields local, state, and national results.

Programs



Division of Adolescent and School Health (DASH) Healthy Schools Program

- Work with and through schools to understand and improve the health and well-being of all students.
- Strengthen school-based education, health services, healthy school environments, and community connections.
- Protect and improve the health and well-being of school age children and adolescents using the Whole School, Whole Community, Whole Child (WSCC) approach.

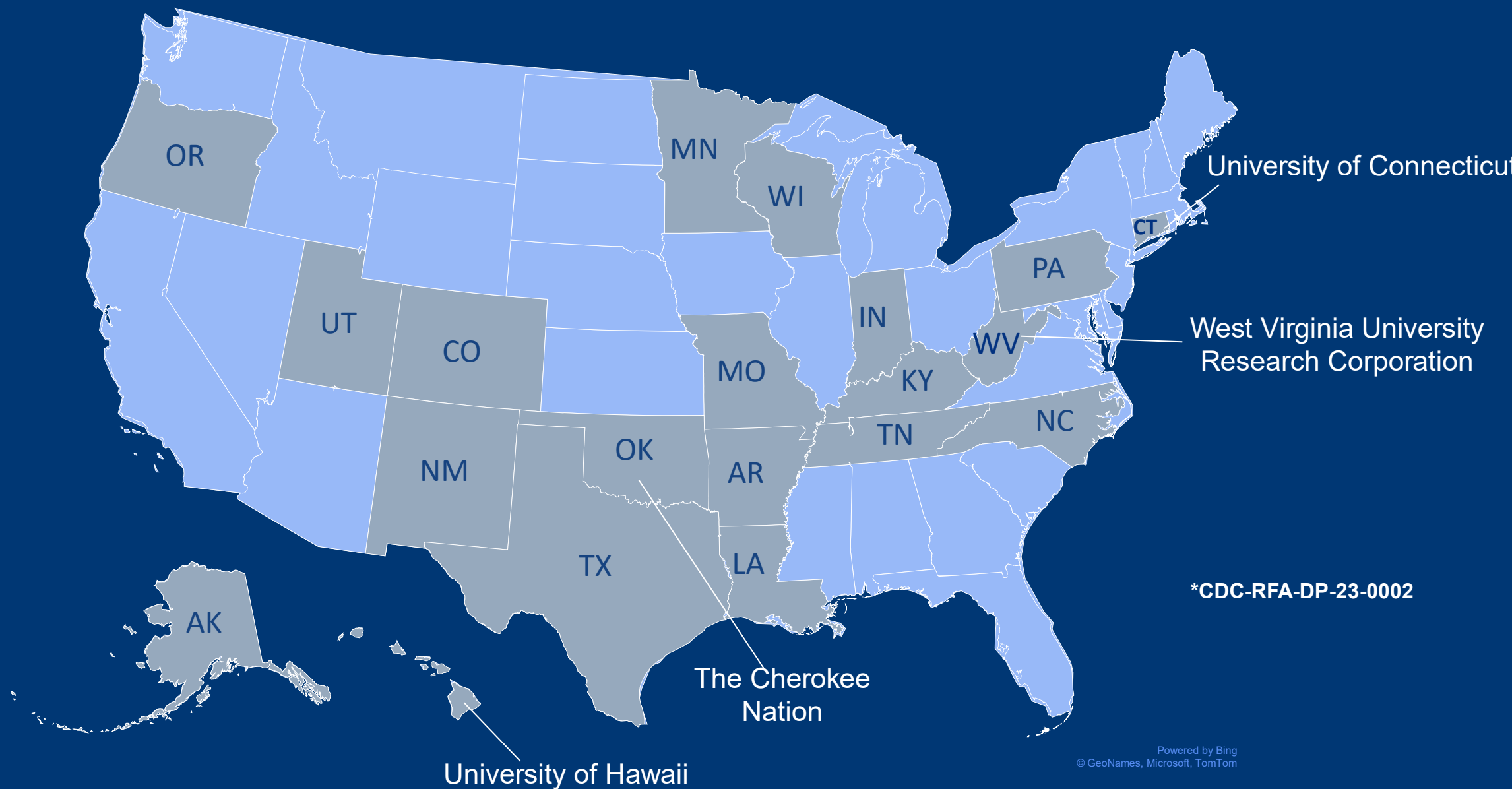




The Whole School, Whole Community, Whole Child (WSCC) Model

- Places the child at the center
- Takes a comprehensive approach to supporting learning and health
- Collaboration across sectors

State, Tribal, and University Funded Recipients





School Health Index (SHI)

- The School Health Index (SHI) is a comprehensive **assessment and planning tool** for schools to examine their implementation of the policies and practices most likely to improve the health and well-being of students
- **11 modules**
 - Includes modules on tobacco-use prevention and alcohol and other drug use prevention.



<https://www.cdc.gov/assessing-improving-school-health/shi/>

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

Why the School Health Index?

Evaluate and plan

- Interactive, customizable online tool
- Downloadable, printable option

Two versions:

- Elementary School
- Middle/High School

How Schools Can Use it?

- To identify strengths and weaknesses
- To develop an action plan
- To engage teachers, parents, students, and the community



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.



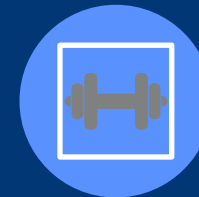
Increased time for physical education.



Started student and staff walking clubs.



Added healthy choices to vending machines.



Offered access to the gym outside of school hours.

School Health Advisory Council's (SHAC) Role in the SHI

What is a SHAC?

- Groups of individuals who represent different segments of the community
- Act collectively in providing guidance and leadership in the school system on all aspects of the school health program

Why are SHACs Important?

- Brings together school personnel and community partners
- Studies suggest a more comprehensive approach to school wellness
- Schools that follow wellness team best practices more likely to implement their school district's wellness policy

SHI Process



Form a team

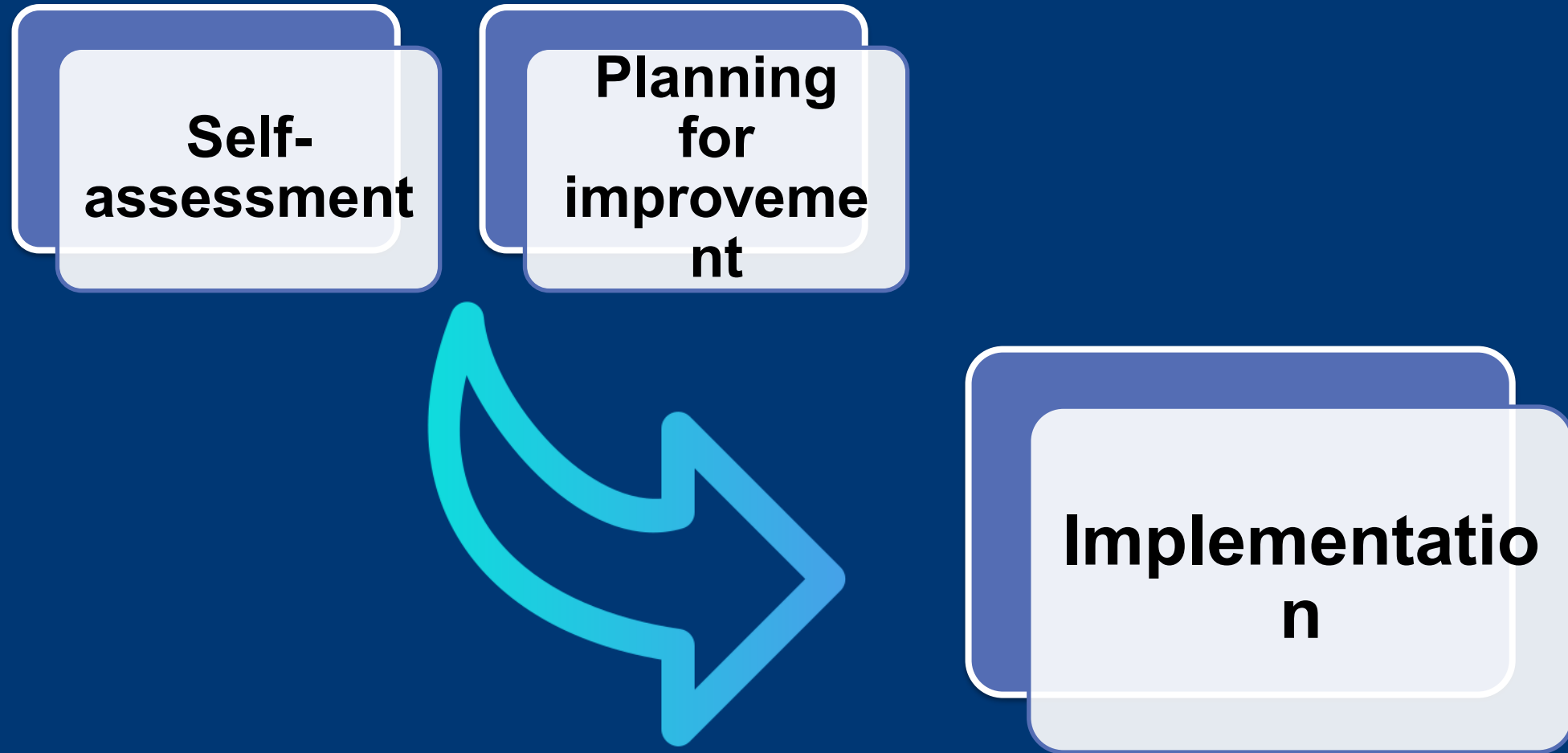
Hold a meeting

Complete modules and planning questions

Review results/Create action plan

Re-evaluate

SHI Activities



Completed Module 9 Scorecard

Module 9: Employee Wellness and Health Promotion

Score Card (photocopy before using)

Instructions

- Carefully read and discuss the Module 7 Discussion Questions (pages 5-14), 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 7 Planning Questions located at the end of this module (pages 16-17).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Health education for staff members	3	2	1	0
CC.2	Health assessments for staff members	3	2	1	0
CC.3	Promote staff member participation	3	2	1	0
CC.4	Stress management programs for staff	3	2	1	0
CC.5	Breastfeeding policy	3	2	1	0
S.1	Training for staff members on conflict resolution	3	2	1	0
S.2	Training for staff members on first aid and CPR	3	2	1	0
PA.1	Programs for staff members on physical activity/fitness	3	2	1	0
N.1	Programs for staff members on healthy eating/weight management	3	2	1	0
N.2	All foods served and sold to staff meet the USDA's Smart Snacks in School nutrition standards	3	2	1	0
N.3/P A.1	Modeling healthy eating and physical activity behaviors	3	2	1	0
T.1	Programs for staff members on tobacco-use cessation	3	2	1	0
A.1	Programs for staff members on asthma management and/or education	3	2	1	0

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

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (39) by subtracting 3 for each question eliminated).

3	2	3	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			
MODULE SCORE = (Total Points / 39) X 100			
8			
21%			

Overall Scorecard

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

Modules	Low		Medium		High
	0-20%	21-40%	41-60%	61-80%	81-100%
Module 1 - School Health and Safety Policies and Environment	✗				
Module 2 - Health Education				✗	
Module 3 - Physical Education and 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	✗				



Farmington R-7 used the School Health Index to determine needs across the district and used results to build a 5-year comprehensive **School Improvement Plan** built around the WSCC framework.

DR. ASHLEY KRAUSE- FARMINGTON R-7
SCHOOL DISTRICT- MISSOURI

[HOW OUR SCHOOL DISTRICT USED THE WSCC
MODEL TO PROMOTE HEALTH AND
WELLNESS - SHAPE AMERICA BLOG](#)

Let's Chat

- How can SHI results lead your school/district to lower school absenteeism?
- How can the SHI assessment assist in school climate?
- Well-being for school staff and students?



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

Virtual Stretch Break



Strategies and Resources



JOSH Special Issue: Collection of Evidence-Based Strategies for School Nutrition & Physical Activity

- School Nutrition
- Physical Education and Physical Activity
- Health Education
- School Environment and Physical and Social-Emotional Well-being
- Out-of-School Time
- Family and Community Engagement
- School Employee Health and Well-being
- Coordinated School Health Approach

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**JOURNAL OF
SCHOOL HEALTH**

The Official Journal of the American School Health Association

Special Issue: A Collection of Evidence-Based Strategies for School Nutrition and Physical Activity
Guest Editors: Sarah A. Sliwa, Georgianne Tiu Hawkins, Sarah M. Lee

LETTER FROM THE EDITOR 749

SPECIAL ISSUE ARTICLES

A Whole School, Whole Community, Whole Child Approach to Support Student Physical Activity and Nutrition: Introduction/Methods
Sarah A. Sliwa, Georgianne Tiu Hawkins, Sarah M. Lee, Holly Hunt 750

School Nutrition Environment and Services: Policies and Practices That Promote Healthy Eating Among K-12 Students
Caitlin Merlo, Brianna L. Smarsh, Xiangxue Xiao 762

Physical Activity Interventions During the School Day: Reviewing Policies, Practices, and Benefits
Kelly Cornett, Ken Murfay, Janet E. Fulton 778

Using Health Education to Address Student Physical Activity and Nutrition: Evidence and Implications to Advance Practice
Sarah M. Lee, Leigh E. Szucs, Emily Young, Melissa Fahrenbruch 788

The School Environment and Physical and Social-Emotional Well-Being: Implications for Students and School Employees
Georgianne Tiu Hawkins, Chloe S. Chung, Marci F. Hertz, Noeheelani Antolin 799

Opportunities in the Extended Day: Approaches for Promoting Physical Activity and Healthy Eating During Out-of-School Time
Sarah A. Sliwa, Yullyn A. Chang Chusan, Christina Dahlstrom 813

Scoping Review of Family and Community Engagement Strategies Used in School-Based Interventions to Promote Healthy Behaviors
Shannon L. Michael, Seraphine Pitt Barnes, Natalie J. Wilkins 828

Supporting School Staff: Insights From Employee Health and Well-Being Programs
Seraphine Pitt Barnes, Jason E. Lang 842

Coordinated Approach: Comprehensive Policy and Action Planning
Chloe S. Chung, Sarah A. Sliwa, Caitlin Merlo, Heather Erwin, Yingke Xu 853

Transforming Evidence Into Action: A Commentary on School-Based Physical Activity and Nutrition Intervention Research
Sarah M. Lee, Osizwe R. Harwell, Sarah A. Sliwa, Georgianne Tiu Hawkins, Shannon Michael, Caitlin Merlo, Seraphine Pitt Barnes, Chloe S. Chung, Kelly Cornett, Holly Hunt 864

Connecting Health & Learning

https://www.cdc.gov/healthyschools/evidence_based_strategies.htm

Effective Strategies Include:

Coordinated and multicomponent approaches that involve 2 or more WSCC components

School-level policies for physical education, physical activity, and recess

Nutrition standards for school meals, taste tests, pre-sliced fruit, and recess before lunch

Professional development on skills, materials, curricula, or instructional practices to adopt the effective strategies

Yoga and mindfulness practices in the classroom

Physical environment changes to promote physical activity, prosocial play, and healthy diets

Hands-on, skills-based, and interactive health education

Physical activity and nutrition standards for out-of-school time programs

CDC School Health Web Content

Adolescent and School Health

EXPLORE THIS TOPIC

SEARCH

Per a court order, HHS is required to restore this website to its version as of 12:00 AM on January 29, 2025. Information on this page may be modified and/or removed in the future subject to the terms of the court's order and implemented consistent with applicable law. Any information on this page promoting gender ideology is extremely inaccurate and disconnected from truth. The Trump Administration rejects gender ideology due to the harms and divisiveness it causes. This page does not reflect reality and therefore the Administration and this Department reject it.



YOUTH RISK BEHAVIOR SURVEY DATA SUMMARY & TRENDS REPORT
FOR DIETARY, PHYSICAL ACTIVITY, AND SLEEP BEHAVIORS: 2013-2023

Data Summary & Trends Report for Dietary, Physical Activity, and Sleep Behaviors

Report uses YRBS data to describe trends in youth behaviors: diet, physical activity, and sleep.

Mental Health

There is a role for everyone in supporting teen mental health.



What Works in Schools

This school-based approach promotes adolescent health and well-being.



Assessing and Improving School Health

EXPLORE THIS TOPIC

SEARCH

School Health Index (SHI)

For Everyone
JULY 23, 2024

AT A GLANCE

- The School Health Index (SHI): Self-Assessment and Planning Guide is a self-assessment and planning tool.
- It enables schools to improve health promotion policies and practices.



Purpose

The School Health Index (SHI): Self-Assessment and Planning Guide was developed by CDC. CDC worked on SHI 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.

ON THIS PAGE

Purpose

Two activities within the SHI

What's included

Download the SHI

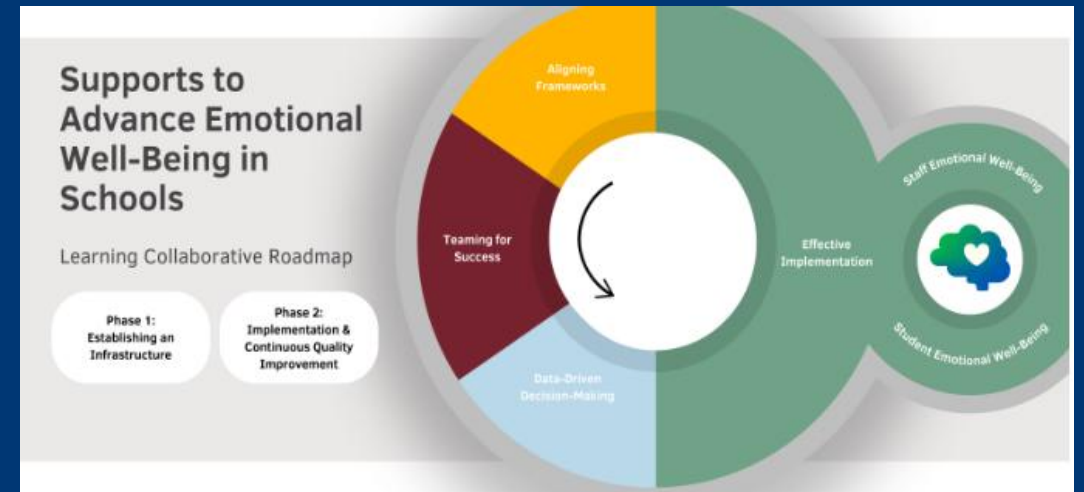
Resources

[CDC Worksite Health ScoreCard | Workplace Health | CDC](#)

[SOPHE Learning: School Employee Wellness \(SEW\)](#)



[School Health - National Association of Chronic Disease Directors](#)

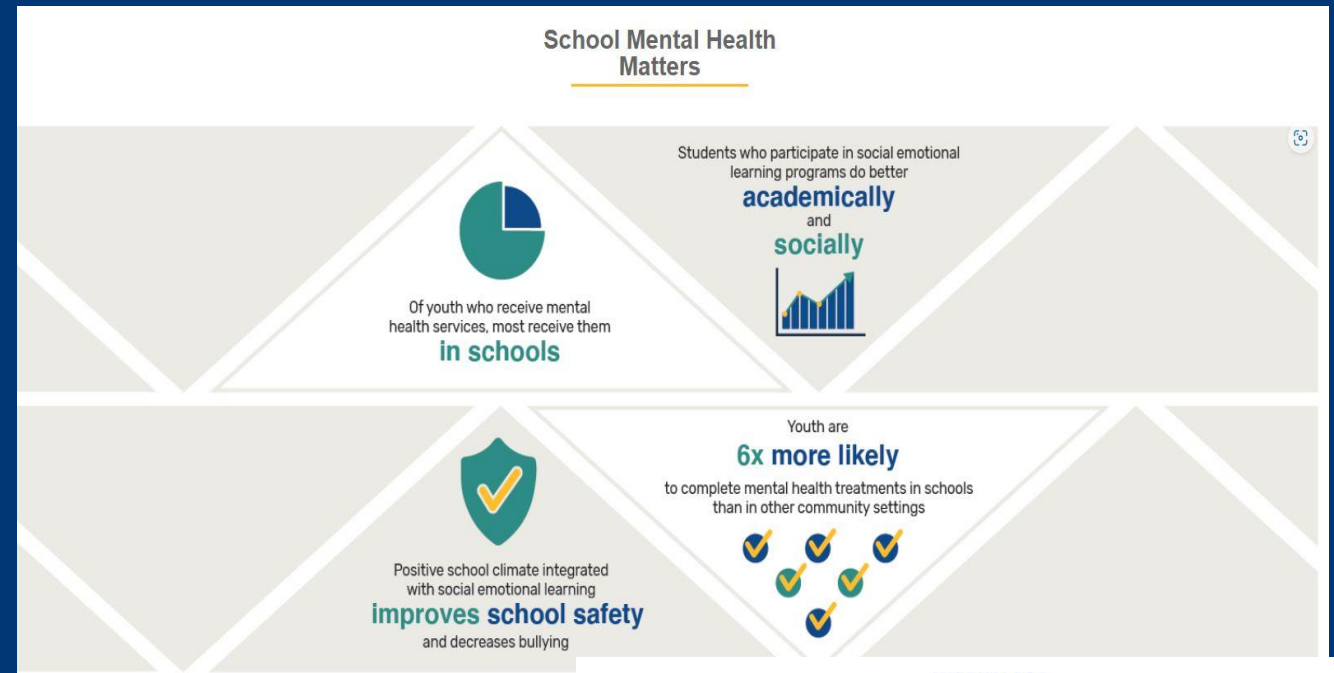


Other Resources

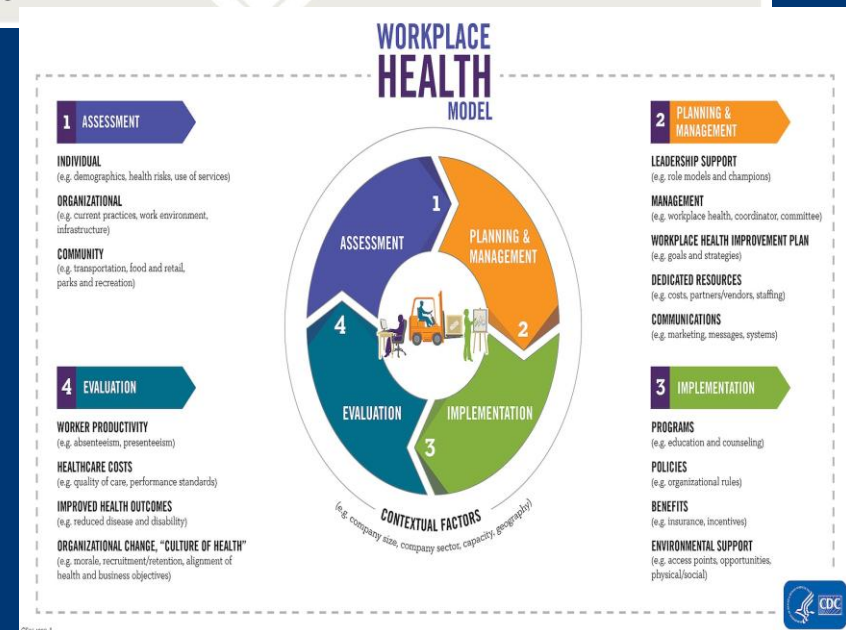
SHAPE – School Health Assessment and Performance Evaluation



Staff Well-Being | Alliance for a Healthier Generation



CDC Workplace Health Model | Workplace Health | CDC



Did we hit the mark?



- Understand how to implement the SHI and identify areas to enhance based on SHI results.
- Identify strategies to engage the school community, including students, school health councils, school personnel, etc., using a team-driven approach to assessing and improving school health policies and practices.
- Learned about DASH resources available to you

You are Important in the Success of SHI!

- 1. Leadership and Vision**
- 2. Policy Development and Implementation**
- 3. Resource Allocation and Support**
- 4. Community and Partner Engagement**
- 5. Strategic Planning and Accountability**
- 6. Impact on Student Outcomes**

Commitment to Action

Drop in the chat:

- One concrete step you will take in the next 30 days? Or...
- What resource will you explore more?



Questions, Comments, Ideas?



The findings and conclusions in this presentation are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.

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Thank You!

A recording of this webinar will
be available to all registrants.

Thank you.

For more information, contact CDC
1-800-CDC-INFO (232-4636)
TTY: 1-888-232-6348 <https://www.cdc.gov/>
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The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the U. S. Centers for Disease Control and Prevention.

