

HSAT DISTRICT ASSESSMENT PRINT VERSION—MAY 2021

This print version includes the final questions and scoring for the HSAT District Assessment. The print version does not replace the online version and should be used as a tool to help you understand what is included in the online assessment and/or to assist your team in answering the assessment questions; for example, to be able to reference the questions at a School Health Team meeting when an internet connection is not available.

The paper/print version differs from the online version in the following ways:

- The online version automatically shows the questions you need to answer based on your previous answers. In this print version, instructions on which questions to answer and which to skip are shown in **red font**.
- The online platform provides more opportunities for modern question types and better rendering/display of questions, such as drag and drop questions and drop down select questions which cannot be done in a paper version. Therefore this paper version uses other ways to show these questions. These differences are noted in **red font with italics**.
- The online version provides context sensitive help. When you mouseover the words in **blue font** in the online version, explanatory information is displayed.
- The online version automatically calculates scores.
- Each of the questions in the assessment is associated with a best practice statement. When you submit your online assessment, the best practices you have achieved, partly achieved or not achieved will be displayed on your feedback report based on the answers you've provided. You cannot see the association of questions to best practices on this print version.
- The best practices not achieved or partly achieved become the basis for your online action plan. Without completing the online assessment, you cannot have access to the online action plan.

NOTE: There are a number of items in this assessment that do not have point values displayed. These are un-scored questions that will be useful for your district for informational purposes; they are required unless noted otherwise.

HSAT DISTRICT ASSESSMENT- SECTION 1: District Wellness Team

The district has an active school health team in place, comprised of members representative of school health, and given the resources and authority to provide oversight for all components of all district schools' health environments.

1. Does your district have a designated **District Health Coordinator**?

- Yes, full time (2 pts)
- Yes, part time (1 pt)
- No (0 pts)

2. Does your school have a **District Wellness Team/District School Health Team**?

- Yes, and the team is **fully incorporated** into district infrastructure through policies, administrative support, resources, including consistent funding (2 pts)
- Yes, but not fully incorporated into district infrastructure (0.5 pts)
- No (0 pts)

Answer 2.1. if Q2=Yes (either yes answer)

2.1. How often does the District Wellness Team/District School Health Team meet?

- 4 or more times per year (3 pts)
- 2 to 3 times per year (1 pt)
- 1 or fewer times per year (0 pts)

Answer 2.2, 2.3 and 2.4 if Q2=Yes and Q2.1=4 or more times

2.2 What was the participation level of the following school representatives in the past year? *As each school representative is displayed, drag and drop them into the correct category.*

Note: A single individual can represent more than one category.

In the online version, this question is a drag and drop. Because drag and drop cannot be represented on a print version, the question is displayed here as a grid.

	Attended most or all meetings	Attended half or fewer meetings	Attended no meetings	Not on our Team
District Administrator	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
School Administrator	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Food service director/Manager	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
School nurse/Health services provider	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Counselor/Social worker	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Health education teacher	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Physical education teacher	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Other classroom teacher	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Parents/Caregivers	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
PTO/PTA	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Maintenance & transportation	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Support staff	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
School board	<input type="radio"/> (1 pts)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Coach/Before-after school supervisor	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Regional school health coordinator	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Technology Staff	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Library Media Center Staff	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)

2.3. In the past year, has your District Wellness Team/District School Health Team included a student representative, or gathered input from students through surveys, focus groups, a separate student-led team, or similar methods?

- Yes (2 pts) No (0 pts)

2.4. What was the District Wellness Team/District School Health Team participation level of the following community representatives in the past year? *As each community representative is displayed, drag and drop them into the correct category.*

In the online version, this question is a drag and drop. Because drag and drop cannot be represented on a print version, the question is displayed here as a grid.

	Attended most or all meetings	Attended half or fewer meetings	Attended no meetings	Not on our Team
Public Health	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pt)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Mental Health	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Hospital	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Healthcare Provider	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Faith-based	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Business	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Non-profits/Service organizations	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Government	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Social service	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)

Answer Q3 and Q4 if Q2=any Yes Answer

3. Does your District Wellness Team have access to the following resources? *These types of resources are necessary to establish meaningful goals and take actions to meet those goals.*

a. Adequate Time

- Yes (1 pt) No (0 pts)

b. Adequate Knowledge (about need areas and effective change strategies)

- Yes (1 pt) No (0 pts)

c. Adequate Financial Resources

- Yes (1 pt) No (0 pts)

d. Adequate Authority

- Yes (1 pt) No (0 pts)

e. Adequate Staff Support

- Yes (1 pt) No (0 pts)

4. In the past year, did your District Wellness Team/School Health Team set meaningful, measurable goals for their work during the school year and routinely track progress toward goals?

- Goals established with progress routinely tracked (5 pts)
- Goals established with progress occasionally tracked (1 pt)
- Goals established; progress not routinely tracked/don't know if tracked (0 pts)
- No such goals established (0 pts)

Answer Q4.1 if Q4=routinely or occasionally tracked

4.1. In the past year, how often has your District Wellness Team shared progress toward goals with key stakeholders and influencers?

- Shared progress 2 or more times in the past year (2 pts)
- Shared progress once in the past year (1 pt)
- Have identified key stakeholders/influencers but have not shared progress (0.5 pts)
- Have not identified key stakeholders/influencers (0 pts)

SECTION 2: Assessment, Action Planning & Implementation

The district supports and encourages schools to routinely assess their school environment and its impact on student behavior. The district also supports and monitors each schools efforts to plan and implement positive changes/actions.

ASSESSMENT

1. In the past year, have the schools in your district assessed/audited their physical environments for safety and health using a valid process, such as the [Environmental Protection Agency’s tools designed for schools](#)?

- All district schools (2 pts)
- Some district schools (1 pt)
- No district schools (0 pts)

2. Within the last two years, our district regularly participated in assessment of student knowledge, attitudes and behaviors related to health, including social and emotional health?

a. Used the [MI Profile for Healthy Youth \(MiPHY\)](#) for middle and high school students

- All district schools with middle/high school grades (3 pts)
- Some district schools with middle/high school grades (0.5 pts)
- No district schools (0 pts)

b. Used the [Bully-Free Schools Survey](#) for grades 5 through 12

- All district schools with these grade levels (1 pt)
- Some district schools with these grade levels (0.5 pts)
- No district schools (0 pts)

c. Used the [MI School Climate Assessment Instrument \(MISCAI\)](#) for grades 7 through 12

- All district schools with these grade levels (1 pt)
- Some district schools with these grade levels (0.5 pts)
- No district schools (0 pts)

d. Used some method of assessment for elementary grade levels

- All district schools with these grade levels (2 pts)
- Some district schools with these grade levels (0.5 pts)
- No district schools (0 pts)

If All or some in 2d, then answer the following open end:

What method did you use to assess student knowledge, attitudes and behaviors related to health, including social and emotional health at the elementary school level? Limit 1000 characters.

3. Did you use the Bully-Free Schools Survey with staff in schools with grades 5 through 12?

- Yes, at all district schools with these grade levels (1 pt)
- Yes, at some district schools with these grade levels (0.5 pts)
- No (0 pts)

4. Did you use the MI School Climate Assessment Instrument (MISCAI) with staff and parents/caregivers in schools with grades 7 through 12?

- Yes, at all district schools with these grade levels with staff and parents/caregivers (1 pt)
- Yes, at some district schools with these grade levels with staff and parents/caregivers (0.5 pts)
- Yes, at some or all district schools with these grade levels but did not survey both staff and parents/caregivers (0.5 pts)
- No (0 pts)

5. The following schools in your district have completed and submitted the HSAT Core assessment in the last 2 years. Only the most recent assessment launched in 2014 is counted in these numbers. *Your district score is calculated* based on the percent of district schools completing an HSAT Core in the last two years.

The table is automatically populated based on activity in the NEW School Core assessment.

School Name	Date Most Recent HSAT Core Completed	# HSATs Completed in the Last 2 Years
School 1	MM/DD/YYYY	0
School 2	MM/DD/YYYY	0
School 3	MM/DD/YYYY	0
% of schools completed the School Core Assessment in past 2 years (12 pts).		

Scoring: Based on % of schools in the district completing an HSAT School Core Assessment:

- 0% of schools=0 pts
- 1 to 25% of schools=1 pts
- 26 to 50% of schools=2 pts
- 51 to 75% of schools =4 pts
- >75% of schools=12 pts

6. The following schools in your district have completed and submitted one or more HSAT Topic Assessments in the last 2 years. Only the most recent HSAT topic area assessments launched in 2014 or after are counted in these numbers. *Your district score is calculated* based on the percent of district schools completing topic area assessments.

The table is automatically populated based on schools in the district completing topic area assessments.

School Name	Date Most Recent Topic Assessment Completed	# Topic Areas Completed in the Last 2 Years
School 1	MM/DD/YYYY	0
School 2	MM/DD/YYYY	0
School 3	MM/DD/YYYY	0
% of schools completed Topic Assessments in past 2 years (8 pts) 0 School(s) completed at least 3 Topic Assessments in past 2 years (2 pts)		

Scoring: Based on % of schools completing 1 or more topic areas:

- 0% of schools=0 pts
- 1 to 25% of schools=1 pts
- 26 to 50% of schools=2 pts
- 51 to 75% of schools =4 pts
- >75% of schools=8 pts

If 1 or more schools in the district do ≥ 3 , the district gets a bonus of 2 pts.

ACTION PLANNING & IMPLEMENTATION

7. Has your school district taken one or more actions in the past year to improve the health environment of the schools in your district? *If more than one action was taken, describe the action that has the potential to have the greatest impact.*

- Yes (Please Describe below) (5 pts)
- No (0 pts)

Describe the action taken and answer Q7.1, 7.2, 7.3, 7.4, and 7.5 if Q7=Yes

Describe the action taken (255 character limit):

For the following questions, answer based on the action you selected, described above.

7.1. Which of the following were reasons for implementing the action?

In the online version, this question is a drop down select. Because drop down selects cannot be represented on a print version, the question is displayed here as radio buttons.

a. Needs assessment/evaluation showed a need

- Was a reason (1 pt)
- Not a reason (0 pts)

b. Realistically doable given our time, resources, support, and funding

- Was a reason (1 pt)
- Not a reason (0 pts)

c. Use this space to describe any other reasons for implementing the action. Limit of 255 characters.

For the following questions, answer based on the action you selected, shown below. Action described in question 7.

7.2. Did your district use an action planning process to establish, prioritize, monitor and document the action that was implemented?

- Yes, we used a process based on the [SMART approach](#) (2 pts)
- Yes, we used a different type of process (1 pt)
- No (0 pts)
- Don't Know/Not sure (0 pts)

7.3. As part of your action planning process, indicate how your school has measured/made a plan to measure how well your action worked by answering the following four questions. An example is provided to guide you through each of the four measurement steps-mouseover the blue text marked as example like this text to see the entire story: [Example Action](#)

STEP 1: Have you identified the [target audience\(s\)](#)? [Example Target Audience](#)

- We have identified the target audience(s) (1 pt)
- We have not identified the target audience(s) (0 pts)

If target audience identified in Step1, ask the following.

Which of the following is your target audience(s):

a. Students

- All students
- Some students/a specific subgroup of students
- Not a target audience

b. Staff (teachers, support staff, school administration, etc.)

- All staff
- Some staff/a specific subgroup of staff
- Not a target audience

c. Others in the school community (parents/caregivers, family, community partners, etc.)

- School community at large
- Some subgroups/specific groups within the community
- Not a target audience

For the following questions, answer based on the action you selected, shown below. Action described in question 7.

STEP 2: Have you identified what positive differences you want to see or anticipated gains if the action is accomplished? Example Desired Results

- We have identified one or more positive differences we want to see if the action is accomplished (Describe below) (1 pt)
- We have not identified any positive differences or possible gains (0 pts)

If “have identified”, then answer the following question:

Describe desired differences/gains (1000 character limit):

STEP 3: Have you measured/do you know how you will measure the extent to which your target audience(s) was reached by the action? Example-Measurement of Reach to Target Audience

- We have not completed the action but we know how we will measure the extent to which our target audience was reached (Describe measurement below) (1 pt)
- We have completed the action and have measured the extent to which our target audience was reached (Describe extent of reach below) (1 pt)
- We have not identified any way of measuring the extent to which our target audience was reached. (0 pts)

If “completed action” or “not completed but know how we will measure”, then answer the following question:

Describe how you measured/will measure the extent to which your target audience(s) were reached (1000 character limit):

For the following questions, answer based on the action you selected, shown below. Action described in question 7.

STEP 4: How will you know if the desired results have been attained? What will you do/did you do to measure the results after the action is completed? Example-How the Results Will Be Measured

- We have not completed the action but we know how we will measure the results once the action is completed (Describe measurement below) (1 pt)
- We have completed the action and have measured the results (Describe the result below) (1 pt)
- We have not identified how we will measure the results/how we will know if we achieved the desired results (0 pts)

If “completed action” or “not completed but know how we will measure, then answer the following open end and require an answer:

Describe how you measured/will measure the results. If any results are available, please record them in the space below (1000 character limit):

8. The following schools in your district have worked actively on one or more actions in their HSAT Action Plan in the last year. Only the most recent HSAT action plan launched in 2014 is reflected in these numbers. *Your district score is calculated based on the percent of schools in your district reporting action plan activity in the last year.*

The table is populated based on activity in the action plans for schools within the district.

School Name	Has an action plan	Worked on one or more actions in the last year
School 1	Yes/No	Yes/No
School 2	Yes/No	Yes/No
School 3	Yes/No	Yes/No
% of schools completed or made Actin Plan progress in the last year (12 pts)		

Scoring: Based on % of schools with at least one or more actions in progress with an update in the past year OR one or more completed actions on the last year.

- 0% of schools=0 pts
- 1 to 25% of schools=1 pts
- 26 to 50% of schools=2 pts
- 51 to 75% of schools =4 pts
- >75% of schools=12 pts

SECTION 3 - Policies

The district has key policies in place that apply to all its schools. Compliance is monitored on a continual basis. [Click here](#) for a description of and links to the key policies.

1. Which of the following policies are in place and enforced at the schools in your district? *Fully enforced means fully enforced at ALL schools in your district. For policies that are relevant only to certain grade levels, fully enforced means fully enforced at all schools with those grade levels.*

In the online version, this question is a drop down select. Because drop down selects cannot be represented on a print version, the question is displayed here as radio buttons.

a. [Model Policy on Reducing Suspensions and Expulsions](#) (May 2014)

- Policy in place, fully enforced (3 pts)
- Policy in place, partially enforced (1 pt)
- Policy in place, not enforced (0.5 pts)
- Policy in development, not yet in place (1 pt)
- No policy in place (0 pts)

b. [Model Policy on Quality Physical Education and Physical Activity in Schools](#) (November 20, 2012)

- Policy in place, fully enforced (3 pts)
- Policy in place, partially enforced (1 pt)
- Policy in place, not enforced (0.5 pts)
- Policy in development, not yet in place (1 pt)
- No policy in place (0 pts)

c. [Model Policy on the Management of Diabetes in the School Setting](#) (November 8, 2011)

- Policy in place, fully enforced (3 pts)
- Policy in place, partially enforced (1 pt)
- Policy in place, not enforced (0.5 pts)
- Policy in development, not yet in place (1 pt)
- No policy in place (0 pts)

d. [Policy on Integrating Mental Health in Schools](#) (Approved February 9, 2010)

- Policy in place, fully enforced (3 pts)
- Policy in place, partially enforced (1 pt)
- Policy in place, not enforced (0.5 pts)
- Policy in development, not yet in place (1 pt)
- No policy in place (0 pts)

e. [Positive Behavior Support Policy](#) (September 12, 2006)

- Policy in place, fully enforced (3 pts)
- Policy in place, partially enforced (1 pt)
- Policy in place, not enforced (0.5 pts)
- Policy in development, not yet in place (1 pt)
- No policy in place (0 pts)

f. [Model Anti-Bullying Policy](#) (December 2020)

- Policy in place, fully enforced (3 pts)
- Policy in place, partially enforced (1 pt)
- Policy in place, not enforced (0.5 pts)
- Policy in development, not yet in place (1 pt)
- No policy in place (0 pts)

g. [Model Local Wellness Policy](#) (April 2017)

- Policy in place, fully enforced (3 pts)
- Policy in place, partially enforced (1 pt)
- Policy in place, not enforced (0.5 pts)
- Policy in development, not yet in place (1 pt)
- No policy in place (0 pts)

h. [Policy on 24/7 Tobacco-Free Schools](#) (December 2019)

- Policy in place, fully enforced (3 pts)
- Policy in place, partially enforced (1 pt)
- Policy in place, not enforced (0.5 pts)
- Policy in development, not yet in place (1 pt)
- No policy in place (0 pts)

i. [Policy on the Management of Asthma in Schools](#) (January 11, 2005)

- Policy in place, fully enforced (3 pts)
- Policy in place, partially enforced (1 pt)
- Policy in place, not enforced (0.5 pts)
- Policy in development, not yet in place (1 pt)
- No policy in place (0 pts)

j. [Policy on Comprehensive School Health Education](#) (June 8, 2004)

- Policy in place, fully enforced (3 pts)
- Policy in place, partially enforced (1 pt)
- Policy in place, not enforced (0.5 pts)
- Policy in development, not yet in place (1 pt)
- No policy in place (0 pts)

k. [Policy on School Health Programs to Support Academic Achievement and Healthy Schools](#) (September 25, 2003)

- Policy in place, fully enforced (3 pts)
- Policy in place, partially enforced (1 pt)
- Policy in place, not enforced (0.5 pts)
- Policy in development, not yet in place (1 pt)
- No policy in place (0 pts)

l. [Policy to Promote Health and Prevent Disease and Pregnancy](#) (Approved September 25, 2003) .

- Policy in place, fully enforced (3 pts)
- Policy in place, partially enforced (1 pt)
- Policy in place, not enforced (0.5 pts)
- Policy in development, not yet in place (1 pt)
- No policy in place (0 pts)

m. [Model Policy and Guidelines for Administering Medications to Pupils at School](#) (November 14, 2002)

- Policy in place, fully enforced (3 pts)
- Policy in place, partially enforced (1 pt)
- Policy in place, not enforced (0.5 pts)
- Policy in development, not yet in place (1 pt)
- No policy in place (0 pts)

n. [Model Code of Student Conduct](#) (June 2019)

- Policy in place, fully enforced (3 pts)
- Policy in place, partially enforced (1 pt)
- Policy in place, not enforced (0.5 pts)
- Policy in development, not yet in place (1 pt)
- No policy in place (0 pts)

SECTION 4: District Support of School Health

The district supports school health by ensuring that all schools within the district implement health enhancing policies and practices.

1. In which of the following ways has your district demonstrated support for school health in the past year? *Please select the best answer for each question from the drop down list.*

In the online version, this question is a drop down select. Because drop down selects cannot be represented on a print version, the question is displayed here as radio buttons.

a. Allocation of funding toward school health programs and initiatives.

- Allocation of funding to all schools (3 pts)
- Allocation of funding to some schools (1 pt)
- No allocation of funding for health programs and initiatives (0 pts)

b. Applying for school health grants and/or recognition programs.

- Yes, applied for 2 or more (1 pt)
- Yes, applied for one (0.5 pts)
- Did not apply (0 pts)

c. Offering professional development related to improving the school health environment. *This might include training on incorporating physical activity into classroom instruction, identifying students with mental health needs, etc.*

- Offer to most or all school and district staff (2 pts)
- Offer to some school and district staff (1 pt)
- Not offered (0 pts)

d. School health is included in the district's vision and/or mission statements.

- Yes (1 pt)
- No (0 pts)

e. The District Improvement Plan includes health-related strategies.

- Yes (1 pt)
- No (0 pts)

2. In which of the following ways has your district demonstrated support for staff wellness in the past year? Please select the best answer for each question from the drop down list.

In the online version, this question is a drop down select. Because drop down selects cannot be represented on a print version, the question is displayed here as radio buttons.

a. Providing a variety of staff wellness activities based on staff input

- Offered a variety based on input on topics and best times (2 pts)
- Offered a variety, but did not base on staff input (1 pt)
- Offered a few (1 pt)
- Not offered (0 pts)

b. Having a designated coordinator for staff wellness activities

- Yes (1 pt)
- No (0 pts)

c. Offering an Employee Assistance Program

- Yes (2 pts)
- No (0 pts)

d. Providing funding for staff wellness activities

- For all activities (2 pts)
- For some activities (1 pt)
- Funding not provided (0 pts)

3. Does your district offer a wide variety of extracurricular activities for students of all abilities before, during, and after school? Variety means they span a range of interests including sports/fitness, art, music, drama, academics, etc. An example of during school activity is intramurals or club meetings during lunch break.

- We offer a wide variety of activities outside of the classroom for all students of all abilities in our district (5 pts)
- We offer a wide variety, but some students are left out (1 pt)
- We offer some activities, but not a wide variety (1 pt)
- We offer few or no activities outside of the classroom (0 pts)

4. Does your district offer before- and after-school care in ALL elementary schools?

- Yes (4 pts) No (0 pts)

5. Does your district fully implement a written, skills-based comprehensive health education curriculum that is age and developmentally appropriate and aligned with Michigan's K-12 Health Education Standards and Benchmarks? If you fully implement Michigan Model for Health, answer yes.

- Yes and it includes training on the curriculum for instructional staff (1 pt)
- Yes, but it does not include training on the curriculum for instructional staff (0.5 pts)
- No (0 pts)

6. Which of the following apply to the health education program in your district?

In the online version, this question is a drop down select. Because drop down selects cannot be represented on a print version, the question is displayed here as radio buttons.

a. Health education required at every grade level K-5, at least one grade level 6-8, and at least a half credit for 9-12

- Yes (1 pt)
- No (0 pts)

b. Taught by teachers certified and endorsed to teach health

- Yes (1 pt)
- No (0 pts)

c. Student/teacher ratio in health education classes is consistent with other classes

- Yes (1 pt)
- No (0 pts)

d. Course grades in health education are consistent with other courses

- Yes (1 pt)
- No (0 pts)

7. Does your district fully implement a written physical education curriculum that aligns with the [Michigan K-12 Physical Education Standards and Benchmarks](#)?

- Yes and it includes training on the curriculum for instructional staff (1 pt)
- Yes, but it does not include training on the curriculum for instructional staff (0.5 pts)
- No (0 pts)

8. Which of the following apply to the physical education program in your district?

In the online version, this question is a drop down select. Because drop down selects cannot be represented on a print version, the question is displayed here as radio buttons.

a. Taught by teachers certified and endorsed to teach physical education

- Yes (1 pt)
- No (0 pts)

b. Instruction time for physical education meets [national recommendations](#)

- Yes (1 pt)
- No (0 pts)

c. Student/teacher ratio in physical education classes is consistent with other classes

- Yes (1 pt)
- No (0 pts)

d. Course grades in physical education are consistent with other courses

- Yes (1 pt)
- No (0 pts)

e. All schools have sufficient facilities and equipment for all students to actively participate in classes

- Yes (1 pt)
- No (0 pts)

9. Do the school buildings in your district implement ongoing building-wide prevention programs related to school climate and connectedness?

- All schools implement such programs (5 pts)
- Most (more than half) implement (2 pts)
- Fewer than half OR not on an ongoing basis (0 pts)
- No schools (0 pts)

10. Does your district have a crisis plan in place that is routinely reviewed with community first responders and staff?

- Yes (4 pts)
- No (0 pts)

11. Does your district have professional (degreed and certified) school nurses available to meet the health needs of students? *This includes degreed, certified personnel employed by the school district or through contracts with healthcare organizations or government run programs.*

- Yes and we have one nurse for every 750 students (4 pts)
- Yes, but we do not have one nurse for every 750 students (1 pt)
- Our district does not have any school nurses (0 pts)

12. Does your district have onsite mental health providers available at each school and sufficient to support students with mental health needs? *This might include school counselors, social workers, or similar certified mental health professionals able to work with any students rather than only subgroups of students. One provider may cover more than one school.*

- Yes, all schools have an onsite mental health provider available and sufficient to support students with mental health needs (4 pts)
- Some schools have onsite mental health providers, sufficient to support students with mental health needs at those schools (1 pt)
- All schools have onsite mental health providers, but not sufficient to support all students with mental health needs (1 pt)
- No schools have onsite mental health providers (0 pts)

SECTION 5: Partnerships

The district has policies and practices in place that enable strong partnerships beyond district staff, including parents/caregivers, community organizations and businesses, and other entities who can be powerful partners in supporting healthy changes.

Many of the partnership best practices can be accomplished by supporting each individual school in your district and/or by implementation at the district level for use by all schools.

PARENT/CAREGIVER/FAMILY PARTNERS

1. Which of the following parent/caregiver engagement practices are currently in place and routinely conducted by or supported by your school district?

In the online version, this question is a drop down select. Because drop down selects cannot be represented on a print version, the question is displayed here as radio buttons.

a. Mission Statement & Staff Development

1) Mission statement of the district for ALL of its schools reflects the importance of parent/caregiver engagement.

- Yes (1 pt)
- No (0 pts)

2) Staff at all schools receive professional development on engaging parents/caregivers.

- Yes (1 pt)
- No (0 pts)

3) A district level parent engagement plan is in place for increasing parent/caregiver engagement and creating a welcoming environment at all district schools.

- Yes (1 pt)
- No (0 pts)

b. Communication & Opportunities for Interaction (Answer yes only if ALL elements noted in the questions apply to your district level communication practices.)

1) A **variety of methods** are used to communicate with parents/caregivers.

- Yes (1 pt)
- No (0 pts)

2) Interpreters are available at meetings/events, if language is a barrier.

- Yes (1 pt)
- No (0 pts)

3) Materials, including district policies and procedures, are readily accessible in a **variety of formats** and translated for parents/caregivers whose first language is not English.

- Yes (1 pt)
- No (0 pts)

4) District meetings involving parent/caregivers are scheduled at convenient times for parents/caregivers.

- Yes (1 pt)
- No (0 pts)

5) A **two-way communication system** between parents/caregivers and the district office is in place.

- Yes (1 pt)
- No (0 pts)

c. Obtaining Input from Parents/Caregivers (Answer yes only if you obtain input on ALL the elements noted in the question for all schools in your district. This can be achieved via district level surveys or surveys fielded at each individual school.)

1) Parent/caregiver surveys are conducted annually to determine what health topics and types of activities are of the most interest, and to determine the level of involvement they would like (participant, leader, etc.).

- Yes (1 pt)
- No (0 pts)

2) Parent/caregiver surveys are conducted at least once a year to evaluate current engagement practices and activities geared toward parents/caregivers, to obtain suggestions for improvement, and to ask which activities they would recommend to other parents.

- Yes (1 pt)
- No (0 pts)

d. Participation & Leadership Opportunities.

1) A **variety of activities & opportunities** are provided that allow parents/caregivers to contribute.

- Yes (1 pt)
- No (0 pts)

2) Input is sought from parents/caregivers on district health policies and/or programs.

- Yes (1 pt)
- No (0 pts)

3) Parents/caregivers are offered leadership opportunities.

- Yes (1 pt)
- No (0 pts)

4) District-sponsored **activities & opportunities geared toward parents/caregivers** were offered an average of at least 4 times in the last school year.

- Yes (1 pt)
- No (0 pts)

e. Welcoming & Valuing Parents/Caregivers as Partners.

1) Parent/caregiver volunteers are recognized at the district level at least once each year through appreciation events, notes of appreciation or other means.

- Yes (1 pt)
- No (0 pts)

2) All staff members in the district office demonstrate a welcoming attitude towards parents/caregivers, including being friendly and helpful, providing ready access to administrators and other staff, offering useful information.

- All staff (2 pts)
- Most staff (1 pt)
- Some staff (0 pts)
- Few or none (0 pts)

3) Questions, suggestions, and input from parents/caregivers from any source, such as surveys, suggestion box, emails, phone calls, are addressed/responded to promptly and respectfully.

- Always (2 pts)
- Most of the time (1 pt)
- Sometimes (0 pts)
- Rarely or never (0 pts)

2. Were parents/caregivers positively engaged in your school community in the past year as evidenced by any of the following observable examples? *Examples include attendance at school or district events/activities/meetings, volunteering in any capacity, responsiveness to school or district communications, providing feedback/input, completing parent-child homework assignments, [visiting and/or communicating with the school or district offices in various ways.](#)*

Answer based on combined school level and district level parent/family participation for all parents/caregivers of children in your district's schools.

- Most (more than half) of our district's parents/caregivers positively engaged (4 pts)
- Some parents/caregivers positively engaged (1 pt)
- Few or no parents/caregivers positively engaged (0 pts)
- Don't know (0 pts)

3. Which of the following best describes the parent groups at your district's schools, such as a PTA or PTO?

- All schools have parent groups that met at least four times in the past year, were always well attended, including attendance of one or more teacher representatives at all meetings (1 pt)
- All schools have parent groups that met at least four times in the past year but not all are well attended by parents/caregivers and/or some do not always have a teacher representative (0.5 pts)
- All schools have parent groups but at least one school's group met less than four times in the past year (0 pts)
- Not all schools have parent groups (0 pts)

COMMUNITY PARTNERS

4. Within the past year, what types of community partnerships has your district established or maintained to promote and improve the health environment at your district’s schools? Answer based on cumulative school and district level programs, events and activities.

In the online version, this question is a drag and drop. Because drag and drop cannot be represented on a print version, the question is displayed here as a grid.

	Partnered in ongoing programs	Partnered for events/activities in half or more of district schools	Partnered for events/activities in fewer than half of district schools	No activity/no current partnership
Health Department	<input type="radio"/> (2 pts)	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Education agencies (ISDs, RESAs)	<input type="radio"/> (2 pts)	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Law Enforcement/Juvenile Justice	<input type="radio"/> (2 pts)	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Other Gov’t/Dept of Human Services	<input type="radio"/> (2 pts)	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Healthcare/Mental Health Care	<input type="radio"/> (2 pts)	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Youth-serving organizations	<input type="radio"/> (2 pts)	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Non-profits/Service organizations	<input type="radio"/> (2 pts)	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Businesses	<input type="radio"/> (2 pts)	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Farms	<input type="radio"/> (2 pts)	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Higher Ed/MSU extension	<input type="radio"/> (2 pts)	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Faith-based organizations	<input type="radio"/> (2 pts)	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Tribal entities	<input type="radio"/> (2 pts)	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Local media	<input type="radio"/> (2 pts)	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)

5. Please indicate the overall status of your relationship with each of the following types of community partners?

In the online version, this question is a drop down select. Because drop down selects cannot be represented on a print version, the question is displayed here as radio buttons.

UNSCORED, INFORMATIONAL ONLY; REQUIRED.

a. Health Department

- Established in the past year/active relationship
- Established before this year/active relationship
- Past relationship/not active this year
- Not active this year/not sure about past
- No relationship, past or current

b. Education agencies (ISDs, RESAs)

- Established in the past year/active relationship
- Established before this year/active relationship
- Past relationship/not active this year
- Not active this year/not sure about past
- No relationship, past or current

c. Law Enforcement/Juvenile Justice

- Established in the past year/active relationship
- Established before this year/active relationship
- Past relationship/not active this year
- Not active this year/not sure about past
- No relationship, past or current

d. Other Gov't/Dept of Human Services

- Established in the past year/active relationship
- Established before this year/active relationship
- Past relationship/not active this year
- Not active this year/not sure about past
- No relationship, past or current

e. Healthcare/Mental Health Care

- Established in the past year/active relationship
- Established before this year/active relationship
- Past relationship/not active this year
- Not active this year/not sure about past
- No relationship, past or current

f. Youth-serving organizations

- Established in the past year/active relationship
- Established before this year/active relationship
- Past relationship/not active this year
- Not active this year/not sure about past
- No relationship, past or current

g. Non-profits/Service organizations

- Established in the past year/active relationship
- Established before this year/active relationship
- Past relationship/not active this year
- Not active this year/not sure about past
- No relationship, past or current

h. Businesses

- Established in the past year/active relationship
- Established before this year/active relationship
- Past relationship/not active this year
- Not active this year/not sure about past
- No relationship, past or current

i. Farms

- Established in the past year/active relationship
- Established before this year/active relationship
- Past relationship/not active this year
- Not active this year/not sure about past
- No relationship, past or current

j. Higher Ed/MSU extension

- Established in the past year/active relationship
- Established before this year/active relationship
- Past relationship/not active this year
- Not active this year/not sure about past
- No relationship, past or current

k. Faith based organizations

- Established in the past year/active relationship
- Established before this year/active relationship
- Past relationship/not active this year
- Not active this year/not sure about past
- No relationship, past or current

I. Tribal entities

- Established in the past year/active relationship
- Established before this year/active relationship
- Past relationship/not active this year
- Not active this year/not sure about past
- No relationship, past or current

m. Local media

- Established in the past year/active relationship
- Established before this year/active relationship
- Past relationship/not active this year
- Not active this year/not sure about past
- No relationship, past or current

SECTION 6: Summary

The summary questions are unscored, but some are required. There is a notation next to each question indicating whether it is required or optional. For the optional questions, the reasons why they are asked are provided along with the questions.

1. Information about your District (required) – *The information we have on file for your district related to enrollment and number of staff members appears below. If this information has changed, please save your work and go to the Update Profile page to provide updated estimates.*

a. District enrollment

b. Number of Staff Members *(Include full and part time staff at all schools and in the district)*

2. Information about your District (optional) – *The following information about your district are measures that can help you determine if the actions you are taking are having an effect.*

Please answer using numbers from the most recent full school year for all schools combined.

a. Number of absences

b. Number of disciplinary actions *(detentions, suspensions, expulsions, etc.)*

c. Number of bullying incidents

d. Number of transfers out of your school

e. Number of referrals to community agencies

f. Number of special education students

g. Number of dropouts:

Comments/clarifications: *Please use the space below to provide any comments or clarifications that you wish about the information above. Limit 2500 characters.*

1. Demographic information about your District (optional) – *The following information about your district provides background and may also be important for grant and funding opportunities. All information in this section is optional and can be submitted with errors or incomplete information.*

a. The ethnic composition of the students in our school is (optional): *Percentages should add to 100%.*

% White (not Hispanic)

% Black (not Hispanic) or African American

% Asian American

% Native Hawaiian or Other Pacific Islander

% American Indian or Alaskan Native

% Hispanic or Latino

% Other

% TOTAL

b. The percent of students in our district eligible for free and reduced lunch is (optional):

- 50% or more
- Less than 50%
- Don't know

2. Other Information About Your District – *We appreciate you providing this additional information about your district to help us improve what we do to support schools in creating healthy school environments.*

a. The reason(s) our school district completed this HSAT Assessment is (are) (required): Check all that apply.

- To improve the health environment of our schools
- Our grant requires a needs assessment
- Received funding to complete it
- Availability of a trained facilitator to assist us
- To improve academic achievement
- To decrease absenteeism
- To decrease disciplinary problems
- Part of our district's local wellness policy implementation
- Other (Describe)

Please describe the other reason(s) that your district completed this HSAT Assessment. Limit 255 characters.

b. Please provide any comments you have about the HSAT District assessment process. We welcome your feedback. (optional) Limit 2500 character.