

HSAT SCHOOL CORE ASSESSMENT
PRINT VERSION – December 2019

This print version includes the final questions and scoring for the HSAT School Core 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 school for informational purposes; they are required unless noted otherwise.

SECTION 1: School Health Team

The school has an active team in place, comprised of members representative of school health, and given the resources and authority to suggest, make changes, and provide oversight of all components of the school's health environment.

1. Does your school have a **School Health Coordinator**?

- Yes, and having a school health coordinator is part of our school's written policy (2 pts)
- Yes, but not part of our school's written policies (1 pt)
- No (0 pts)

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

- Yes, and having a School Health Team is part of our school's written policies (2 pts)
- Yes, but having a School Health Team is not part of our school's written policies (1 pt)
- No (0 pts)

Answer Q2.1 if Q2=Yes (either yes answer)

2.1 How often does the 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 Q 2.2, 2.3 and 2.4 if Q2=Yes and Q2.1=4 or more times

2.2 What was the School Health Team 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 entity.*

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
School Administrator	<input type="radio"/> (2 pts)	<input type="radio"/> (1 pt)	<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)
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)
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"/> (2 pts)	<input type="radio"/> (1 pt)	<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 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 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 School Health Team have access to the following resources? *These types of resources are necessary to establish meaningful goals and take measurable actions to meet those objectives.*

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 school's 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=occasionally or routinely tracked

4.1 In the past year, how often has your School Health 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 and influencers (0 pts)

SECTION 2: Assessment, Action Planning & Implementation

The school conducts routine assessments of the school environment and its impact on student behaviors. This information is used to plan for positive action.

ASSESSMENT

1. In the past year, has your school assessed/audited its physical environment for safety and health using a valid process, such as one of the [Environmental Protection Agency's tools designed for schools](#)?

- Yes (2 pts)
- No (0 pts)
- Don't Know (0 pts)

2. Did your school assess school climate with participation from students, staff and parents/caregivers in the past two years? At middle and high school levels, the [Bully Free Schools Survey](#) and the [School Climate Survey](#) are recommended methods of school climate assessment.

a. Student Participation

- Yes, with a [representative sample](#) of students or all students (2 pts)
- Yes, but not a representative sample (0.5 pts)
- Not assessed with students (0 pts)
- Don't know (0 pts)

b. Staff Participation - Percentages based on entire staff

- 75% or more (2 pts)
- 50 to 74% (1 pt)
- Fewer than 50% (0.5 pts)
- Not assessed (0 pt)

c. Parent/Caregiver Participation

- 75% or more (2 pts)
- 50 to 74% (2 pts)
- Fewer than 50% (1 pt)
- Not assessed (0 pts)

3. Does your school have a written policy that includes assessment of the school environment or climate every one to two years?

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

4. In the past two years, has your school completed the Michigan Healthy School Action Tools (HSAT) Assessment to assess overall health environment? If your school completed the previous 8 module HSAT within the past two years answer "Yes, Core plus one or more topic areas."

- Yes, Core plus one or more topic areas (5 pts)
- Yes, Core assessment only (4 pts)
- Yes, One or more topic areas only (3 pts)
- No, but we have completed the School Health Index (SHI) (2 pts)
- No (0 pts)

5. In the past two years, has your school assessed students' health knowledge, attitudes and behaviors?

- Yes, with a representative sample of students or all students (3 pts)
- Yes, but not a representative sample (1 pt)
- Not assessed with students (0 pts)
- Don't know (0 pts)

Answer Q5.1 if at least one assessment is done in Q1, 2, 4, 4.1 or 5 (that is your school's score is greater than 0 pts for these questions combined)

5.1 Did your school share the results of any assessments conducted over the past two years?

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.

	Shared all results soon after they were available	Shared some results OR shared on an annual or other scheduled basis	Did not share results with this group
Students	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Parents/Caregivers	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Staff	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
School board	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
School administrators	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
The community at large/partners	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)

6. Which of the following key measures does your school track on an ongoing basis and compare to previous years?
Tracking these key measures helps determine specific challenges and areas of need and can also demonstrate and assist in measuring progress, such as a reduction in bullying incidents or disciplinary actions and/or an increase in attendance. 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. Attendance

- Yes, and compare to prior years (1.5 pts)
- Yes, but don't compare to prior years (0.5 pts)
- No (0 pts)
- Don't know (0 pts)

b. Disciplinary Actions (detentions, suspensions, expulsions, etc.)

- Yes, and compare to prior years (1.5 pts)
- Yes, but don't compare to prior years (0.5 pts)
- No (0 pts)
- Don't know (0 pts)

c. Bullying Incidents

- Yes, and compare to prior years (1.5 pts)
- Yes, but don't compare to prior years (0.5 pts)
- No (0 pts)
- Don't know (0 pts)

d. Transfer Rates/Transience

- Yes, and compare to prior years (1 pt)
- Yes, but don't compare to prior years (0.5 pts)
- No (0 pts)
- Don't know (0 pts)

e. Referrals to community agencies

- Yes, and compare to prior years (1 pt)
- Yes, but don't compare to prior years (0.5 pts)
- No (0 pts)
- Don't know (0 pts)

f. # of Special Education students

- Yes, and compare to prior years (1 pt)
- Yes, but don't compare to prior years (0.5 pts)
- No (0)
- Don't know (0)

g. Dropout rates

- Yes, and compare to prior years (1.5 pts)
- Yes, but don't compare to prior years (0.5 pts)
- No (0 pts)
- Don't know (0 pts)
- Our school has elementary grades only (1.5 pts)

ACTION PLANNING & IMPLEMENTATION

7. Has your school taken one or more actions in the past year to improve the school's health environment? (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)
- Don't know/Not sure (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, shown below. **Action described in question 7.***

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)

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 school 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)

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

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:

STEP 1: Have you identified the **target audience(s).**

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

Example Action: Implemented an evidence-based building-wide bullying prevention program.

Example Target Audience: All students at all grade levels is the target audience for this example.

Answer the following questions if your answer to STEP 1 is “We have identified the target audience.”

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

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. 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?

- 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)

Example-Desired Results:
Decreased bullying incidents and number of disciplinary actions related to bullying.

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?

- 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)

Example-Measurement of Reach to Target Audience: Keep track of disciplinary referrals for bullying incidents during the implementation time period.

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?

- 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 result/how we will know if we achieved the desired results. (0 pts)

Example-How the Results Will Be

Measured: Compare the bullying incident data for the 3 month period before the program to the data 3 and 6 months after.

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

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

7.4. Has your school accomplished the action yet?

- Yes, it has been accomplished
- Nearly accomplished
- Half way to being accomplished
- Started but not yet half way complete
- Not started yet

7.5. In the past year, how often has your school communicated progress on actions being taken to improve the school’s health environment?

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.

	2 or more times annually	Once annually	Only when actions are accomplished	Not shared with this group
Students	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Parents/Caregivers	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Staff	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
School administrators	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
School board	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
The community at large/partners	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
With other schools	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)

8. Does your school have a written policy that requires data-driven decision making (taking steps to improve based on what you learned from your assessments)?

- Yes (2 pts)
- No (0 pts)
- Don’t know/Not sure (0 pts)

SECTION 3: School Improvement Plan

The school routinely integrates key aspects of a healthy school environment into their School Improvement Plan that are consistent with the identified needs/priorities at their school.

1. Does your School Improvement Plan (SIP) include health-related strategies?

- Yes and we monitor progress related to these strategies at least twice per year (7 pts)
- Yes, but we monitor progress less than twice per year (4 pts)
- No (0 pts)
- Don't Know (0 pts)

Answer Q1.1 and 1.2 If Q1 =either Yes answer.

1.1 Is the monitoring of student health behaviors included in the SIP?

- Yes (3 pts)
- No (0 pts)
- Don't Know (0 pts)

1.2 Does the SIP include professional development related to improving the health of students and staff?

- Yes (3 pts)
- No (0 pts)
- Don't Know (0 pts)

2. Does your school use the following health-related assessments in SIP planning:

a. *Healthy School Action Tools (HSAT)*

- Yes (3 pts)
- No (0 pts)
- Don't Know (0 pts)

b. *Michigan Profile for Healthy Youth (MiPHY) Survey*

- Yes (3 pts)
- No(0 pts)
- Don't Know (0 pts)
- Our school has elementary grades only (3 pts)

Answer 2.1 if there is a yes answer to 2.a or 2.b

2.1 Does your school use the information from the assessment(s) noted in the previous question to make data-driven decisions when developing the SIP?

- Yes (5 pts)
- No (0 pts)
- Don't know (0 pts)

3. Is there at least one School Health Team representative on the SIP Committee?

- Yes, and he/she is involved in the annual SIP review (4 pts)
- Yes, but not involved in the annual review (1 pt)
- No (0 pts)
- Don't know/not sure (0 pts)
- We don't have a School Health Team (0 pts)

4. Is there at least one parent/caregiver representative on the SIP Committee?

- Yes, and he/she is involved in the annual SIP review (3 pts)
- Yes, but not involved in the annual review (1 pt)
- No (0 pts)
- Don't know/not sure (0 pts)

5. Does your SIP include monitoring of the following key outcome measures? *Tracking these key measures helps determine specific challenges and areas of need and can also demonstrate and assist in measuring progress, such as a reduction in bullying incidents or disciplinary actions and/or an increase in attendance.*

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. Attendance

- Yes (2 pts)
- No (0 pts)
- Don't know (0 pts)

b. Disciplinary Actions (detentions, suspensions, expulsions, etc.)

- Yes (2 pts)
- No (0 pts)
- Don't know (0 pts)

c. Bullying Incidents

- Yes (2 pts)
- No (0 pts)
- Don't know (0 pts)

d. Transfer Rates/Transience

- Yes (2 pts)
- No (0 pts)
- Don't know (0 pts)

e. Referrals to community agencies

- Yes (2 pts)
- No (0 pts)
- Don't know (0 pts)

f. # of Special Education students

- Yes (2 pts)
- No (0 pts)
- Don't know (0 pts)

g. Dropout rates

- Yes (2 pts)
- No (0 pts)
- Don't know (0 pts)
- Our school has elementary grades only (2 pts)

SECTION 4: School Culture

Attention to a healthy school environment is integrated into the school’s culture or way of life. This includes, but is not limited to:

1. Observable indications of a healthy school environment and health promotion
 2. Staff commitment to and role modeling of positive behaviors
 3. Availability of key services sufficient to meet the needs of all students
 4. Identification of students in need of services
 5. Engaging students positively in all aspects of school life
1. If a visitor were to come to your school on a typical day, which of the following would they see, hear, touch and feel? These features should be very apparent to count as “present” in your school.

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.

a. Outside the school building

	Present Outside Our School	Not Present Outside Our School
24/7 Tobacco Free signage	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Cheerful, well-maintained & lit exterior & grounds	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Play/recreational areas in use	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Students walking or biking to school	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Directional signage for visitors	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Positive student-staff interactions	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Positive interactions between students	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Positive interactions among staff	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
School garden	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Signage about upcoming events	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)

List any other indicators of a positive health environment outside your school in the space provided: (Limit 2500 characters)

b. Inside the School Building/Public Areas (hallways, cafeteria etc.)

	Present Inside Our School/Public Areas	Not Present Inside Our School/Public Areas
Staff welcoming to students & visitors	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Positive interactions between students	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Positive student-staff interactions	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Orderly behavior	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Positive interactions among staff	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Cheerful, appealing, well maintained & lit	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Student art & offerings	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Signs about upcoming events	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Parent/visitor info near entrance	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Fresh clean drinking water available free	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Parent/caregiver volunteers	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Frequently used feedback method(s)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)

List any other indicators of a positive health environment inside your school/public areas in the space provided: (Limit 2500 characters)

c. In the classrooms

	Present Inside Our Classrooms	Not Present Inside Our Classrooms
Presence of parent/caregiver volunteers	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Positive interactions between teacher & students	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Positive interactions between students	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Well lit, well-maintained classroom	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Appealing/cheerful physical space & layout	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Brain Boosts/Physical Activity in the classroom	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Positive classroom management in use	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)
Students engaged in learning	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)

List any other indicators of a positive health environment in your classrooms in the space provided: (Limit 2500 characters)

2. Does your school’s staff demonstrate a commitment to health by practicing positive health behaviors?

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.

	90% or more of staff members	50 to 89%	Fewer than 50%	Don't know/Not sure
Incorporate physical activity in the classroom	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Model healthy eating	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Model physical activity	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Consistent positive, respectful behaviors toward students	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Consistent positive, respectful behaviors toward staff members	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)

3. **Not including coursework/class assignments, how often in the past year were your students exposed to the following ways of delivering positive health messages to help create and maintain a culture of wellness?**
Include messages related to physical, social and emotional health; base your answer on messages delivered to ALL students.

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. **Hands on activities/events related to health**

- Several times a week (1 pt)
- Several times a month (0.5 pts)
- Several times in the past year (0 pts)
- Once in the past year (0 pts)
- Never (0 pts)

b. **Self-assessments with feedback**

- Several times in the past year (1 pt)
- Once in the past year (0.5 pts)
- Never (0 pts)

c. **Visual cues, written materials, announcements**

- Several times a week (1 pt)
- Several times a month (0.5 pts)
- Several times in the past year (0 pts)
- Once in the past year (0 pts)
- Never (0 pts)

d. **Point of consumption health messages**

- Several times a week (1 pt)
- Several times a month (0.5 pts)
- Several times in the past year (0 pts)
- Once in the past year (0 pts)
- Never (0 pts)

4. Which of the following key services does your school provide- by school employees or community agencies?
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. School Nurse

- Onsite & sufficient to meet the needs of ALL students (1 pt)
- Onsite, not sufficient to meet needs (0.5 pts)
- Available, but not onsite (0.5 pts)
- Not available (0 pts)

b. Mental Health Services for ALL students

- Onsite & sufficient to meet the needs of ALL students (1 pt)
- Onsite, not sufficient to meet needs (0.5 pts)
- Available, but not onsite (0.5 pts)
- Not available (0 pt)

c. Vision Screening

- Onsite & sufficient to meet the needs of ALL students (1 pt)
- Onsite, not sufficient to meet needs (0.5 pts)
- Available, but not onsite (0.5 pts)
- Not available (0 pts)

d. Hearing Screening

- Onsite & sufficient to meet the needs of ALL students (1 pt)
- Onsite, not sufficient to meet needs (0.5 pts)
- Available, but not onsite (0.5 pts)
- Not available (0 pts)

e. Oral Health Services

- Onsite & sufficient to meet the needs of ALL students (1 pt)
- Onsite, not sufficient to meet needs (0.5 pts)
- Available, but not onsite (0.5 pts)
- Not available (0 pts)

f. Child & Adolescent Health Center/School-Based or Linked Health Center

- Onsite & sufficient to meet the needs of ALL students
- Onsite, not sufficient to meet needs
- Available, but not onsite
- Not available

g. Dept. of Human Services Resource Center/Pathways to Potential

- Onsite & sufficient to meet the needs of ALL students
- Onsite, not sufficient to meet needs
- Available, but not onsite
- Not available

5. Does your school have a system in place that routinely and effectively identifies students in need of services?

Examples include students who use tobacco or nicotine, drug and alcohol abuse, uncontrolled asthma, mental health concerns, diabetes management, obesity.

- Effective system in place (4 pts)
- Partially effective system in place (1 pt)
- No system in place (0 pts)
- Don't know/not sure (0 pts)

6. What types of student engagement opportunities does your school provide for ALL students?

Such opportunities give students a chance to influence decisions, contribute, participate and take ownership.

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.

	Many opportunities exist for ALL	Some opportunities exist for ALL	Few or no opportunities exist for ALL	Don't know/Unsure what exists
Access to principal and other staff with authority	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Access to teachers outside of the regular classroom	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Class room activities designed to engage students	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Input & influence on policies, offerings, communications	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Extracurricular activities with broad interest range appeal	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Activities to welcome new students	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)

7. Over the past year, how many students engaged in the following activities at your school?

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.

	75% or more of all students	50 to 75% of all students	Fewer than half of all students	Don't know/Unsure
Positive interactions with school administration	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Regular positive interaction with teachers outside the classroom	<input type="radio"/> (2 pts)	<input type="radio"/> (1 pt)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Willingly participate in class activities	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Routinely enjoy assignments	<input type="radio"/> (1 pt)	<input type="radio"/> (0.5 pts)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Have input into school programs and policies	<input type="radio"/> (2 pts)	<input type="radio"/> (1 pt)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Participate in one or more extracurricular activities	<input type="radio"/> (2 pts)	<input type="radio"/> (1 pt)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)
Have a circle of friends at school	<input type="radio"/> (2 pts)	<input type="radio"/> (1 pt)	<input type="radio"/> (0 pts)	<input type="radio"/> (0 pts)

SECTION 5: Partnerships

The school has procedures and programs in place that assist with establishing and maintaining relationships with partners outside of school staff, including parents/caregivers, community organizations and businesses, and others who can be powerful partners in supporting healthy changes.

PARENT/CAREGIVER/FAMILY PARTNERS

1. Which of the following parent/caregiver/family engagement practices are currently in place and routinely conducted at your school?

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

a. Parent/Caregiver Engagement Plan & Staff Development *(Answer yes only if ALL elements noted in the questions apply to your engagement plan and professional development activities.)*

- 1) Our school has in place a parent/caregiver engagement plan that reflects the importance of parents/caregivers as partners and actively focuses on monitoring and attaining a high level of engagement.
 Yes (1 pt) No (0 pts)
- 2) School staff receive professional development on engaging parents/caregivers.
 Yes (1 pt) No (0 pts)

b. Communication & Opportunities for Interaction *(Answer yes only if ALL elements noted in the questions apply to your 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 school 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) Parent/caregiver meetings are scheduled at convenient times for parents/caregivers.
 Yes (1 pt) No (0 pts)
- 5) A **two-way communication system** between parents/caregivers and school is in place.
 Yes (1 pt) No (0 pts)
- 6) All classroom teachers establish a **regular routine of sharing student work** and progress.
 Yes (1 pt) No (0 pts)

c. Obtaining Input from Parents/Caregivers/Family (Answer yes only if you routinely obtain input on ALL the elements noted in the question.)

- 1) Parent/caregiver surveys are conducted annually to determine what health topics and types of activities are of the most interest, ask about talents/expertise they are willing to share, 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 school 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) **Activities/opportunities geared toward parents/families** were offered an average of at least once a month/9 or more 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 least once each year through appreciation events, notes of appreciation or other means.
 Yes (1 pt) No (0 pts)

- 2) **All staff members** demonstrate a welcoming attitude towards parents/caregivers, including being friendly and helpful, providing ready access to teachers, 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 events/activities/meetings, volunteering in any capacity, use of parent resource room, responsiveness to school communications, providing feedback/input, [visiting](#) and/or communicating with the school in various ways.*

- Most (more than half) 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 pt)

3. How many *parent-driven/parent-led* activities/programs have taken place in the past school year, such as healthy fundraisers, events/programs, fitness classes, club leadership?

- 7 or more (2 pts)
- 4 to 6 (1 pt)
- 1 to 3 (0.5 pts)
- None (0 pts)

4. Which of the following best describes your school's parent group, such as a PTA or PTO?

- Met at least four times in the past year, is always well attended, including attendance of one or more teacher representatives at all meetings (1 pt)
- Met at least four times in the past year but is not always well attended by parents/caregivers and/or does not always have a teacher representative (0.5 pts)
- Met less than four times in the past year (0 pts)
- Do not have this type of parent group (0 pts)

COMMUNITY PARTNERS

5. Within the past year, what types of community partnerships has your school established or maintained to promote and improve your school’s health environment?

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 routine/ongoing programs	Partnered for events/activities 3 or more times	Partnered for events/activities once or twice	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)

6. Please indicate the overall status of your relationship with each of the following types of community partners? *In the online version, these questions are drop down select questions. Because drop down selects cannot be represented on a print version, the question is displayed here as radio buttons.*

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 Government/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** (providers, hospitals, centers, includes mental health)
- 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, recreation & fitness 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** (Rotary, Kiwanis)
- 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 Education/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

l. 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: Topic Area Priorities

This section helps your school prioritize the available topic area assessments. Based on the answers you provide in this section, you will receive recommendations as part of your feedback report which becomes available upon successful submission of this HSAT School Core assessment. This section is not scored but is required.

Currently, the following topic areas will be available. Other topic areas may be added over time.

- **Healthy Eating**- The extent to which the school environment promotes healthy eating at all times and in all venues for students and staff. Includes nutrition education and consistent, health promoting messaging.
- **Physical Activity & Physical Education**- The extent to which the school implements quality physical education AND incorporates physical activity before, during and after the school day. Includes instructional time, curriculum, professional development, family and community involvement.
- **Tobacco/Nicotine-Free Lifestyles**-The extent to which the school prohibits tobacco use 24/7 and in all venues and at all events. Includes promotion of tobacco and nicotine-free lifestyles.
- **Health Education**-The extent to which the school implements comprehensive school health education. Includes instructional time, curriculum, teaching staff, professional development, family and community involvement.
- **Social & Emotional Health**- The extent to which the social and emotional health of every student and staff member is promoted. Includes mental health services, suicide prevention, identifying students at-risk.
- **Staff Wellness**- The extent to which the health of staff members is promoted through programs, initiatives, and services. Includes healthy food and beverages, physical activity opportunities, positive and safe environment.
- **Safe School Environment**- The extent to which the school environment is safe physically, socially, and emotionally for students and staff. Includes building-wide strategies (school climate, bullying prevention) emergency response, disciplinary practices, safety of facilities.
- **School Health Services**- The extent to which school health services are adequately provided by qualified health professionals and supported by your school community. Includes support for students with chronic conditions (asthma, allergies, diabetes, others), responses to medical emergencies and screens for hearing, vision and oral health.

For each topic area, your school will answer the following questions.

1. Has your school assessed <TOPIC AREA NAME> in the last 2 years?

- Assessed & low need
- Assessed & need identified
- Not assessed/no measurable evidence about need
- Don't know/not sure if assessed

Answer Q 1.1 if Q1= anything other than "Assessed & Low Need".

1.1 To what extent does your school currently have the following with regard to <TOPIC AREA NAME>?

	A lot	Some	Little/None
a. Capacity to Address Needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Buy-in from Key Stake Holders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Existence of Health Disparities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 7: 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 School (required) – *The information we have on file for your school 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. School enrollment:

b. Number of Staff Members (Include full and part time staff):

2. Information about your School (optional) – *The following information about your school 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

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.*

3. Demographic information about your School (optional) – *The following information about your school provides background and may also be important for grant and funding opportunities. This information is available from your school administration. 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 school eligible for free and reduced lunch is (optional):

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

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

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

- To improve our school's health environment
- To assess one or more topic areas
- 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
- Our district requires it
- Other (Describe)

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

b. Please provide any comments you have about this HSAT School Core assessment. We welcome your feedback. (optional) Limit 2500 character.