Monday, April 8, 2024
Board of Education Meeting

APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION MEETING
Scullen Leadership Center
131 E. Washington Street, Suite 1A
Appleton, WI 54911
Time: 6:00 PM
The Board of Education will be meeting in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A. Some individuals may be joining via remote technology and the meeting will be livestreamed on YouTube. Members of the media or general public may continue to access meetings in person or via a live stream broadcast on the Appleton Area School District YouTube Channel: https://www.youtube.com/channel/UCHo-l09YGgt4uKnCWYvt8Pw
This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda. Members of the public wishing to address the Board may speak during public input in accordance with the procedures posted on the Districts website (http://www.aasd.k12.wi.us/district/board_of_education/public_input) and state law. The Wisconsin Open Meetings Law allows only brief discussion of topics that are not listed on the agenda. Therefore, the Board may not be able to fully address comments made during public input. When appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have.
Any special needs or any requests for accommodations related to accessing the meeting should be sent to Kayla Malott, at malottkayla@aasd.k12.wi.us or (920) 852-5300 ext. 60111, at least 24-hours in advance of the meeting.

1. Meeting Opening

Subject	**A. Roll Call**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	**B. Pledge of Allegiance**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

2. Approval of Agenda (GC-2: Governing Commitments)

Subject	**A. Board Member Request to Remove Consent Agenda Item(s) for Separate Consideration**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Procedural

Subject	**B. Approval of Agenda**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Action, Procedural
Recommended Action	Motion to approve the Board Agenda as presented.

Motion & Voting

Motion to approve the Board Agenda as presented.

Motion by Edward Ruffolo, second by James Bacon.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

3. Special Presentation

Subject	**A. Student School Board Representative Report**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	3. Special Presentation
Type	Information, Recognition, Report

Student School Board Representative, , will provide updates from High School.

Subject	**B. Appleton West Performance**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	3. Special Presentation
Type	

4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)

Subject	**A. Public Input**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	

	4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)
Type	Procedural

Public Input:
Members of the public wishing to address the Board may speak during public input in accordance with the procedures posted on the District's website and state law. The Wisconsin Open Meetings Law requires that Board of Education members do not discuss topics or respond to questions that are not listed on the agenda. The practice of the Board is to not respond to public comments during the meeting; however, when appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have. Speakers will be bound by the guidelines and responsibilities outlined on the District's website and established in policy. The Board reserves the right to terminate remarks of any individual who does not adhere to established rules, whose comments are unduly repetitive of previous comments, who makes comments that are obscene, threatening, harassing, or defamatory, or whose conduct is otherwise disorderly. Comments that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students are not permissible.

The Board reserves the right to amend and adjust processes and procedures relating to public input as necessary to accomplish the business of the Board, which includes the ability of the Board to limit (in a viewpoint-neutral manner) the total time allotted for public input or the amount of time allotted to individual topics.

Policy References:
Board Policy and Rule 187 - Public Input at School Board and Board Subcommittee Meetings

5. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)

Subject	**A. None**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	5. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)
Type	Discussion, Information

6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Subject	**A. Business Services Update(s): AP Check Register-March 2024**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Type	Discussion, Information, Report

Executive Director of Finance, Holly Burr, will report on the Business Services items for consideration.

Subject	**B. School/Student Services Update(s): Biology Instructional Materials; 6th-grade Science Instructional Material**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

Assistant Superintendent, Steve Harrison, will report on the School/Student Services items for consideration.

File Attachments
IFC-Biology 4110.pdf (48 KB)
KWKT Biology.pdf (114 KB)
IFC- Science 6th grade.pdf (39 KB)
KWKT Science 6.pdf (103 KB)

Subject	**C. Personnel Services Update(s): Professional Educator New Hire(s), Contract Change(s), Revised Retirement(s), and Resignation(s); Administrative Transfer(s), Hire(s) and Resignation(s)**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

Chief Human Resources Officer,Julie King, will report on the Personnel Services items for consideration.

File Attachments
IFC Professional Educator New Hires 4-8-24.pdf (168 KB)
IFC Professional Educator Contract Changes 4-8-24.pdf (111 KB)
IFC Professional Educator Retirement 4-8-24.pdf (103 KB)
IFC Professional Educator Resignations 4-8-24.pdf (106 KB)
IFC-Administrative Transfer (1).pdf (102 KB)
IFC-Administrative Hire(s) (2).pdf (106 KB)
IFC-Administrative Resignation(s) (3).pdf (105 KB)

7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)

Subject	**A. Expulsion Meeting Minutes from March 15, 2024**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type	Action, Minutes

Minutes aren't official until they are approved at the Board meeting.

Subject	**B. Board Meeting Minutes from March 18, 2024**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type	Action, Minutes

Minutes aren't official until they are approved at the Board meeting.

Subject	**C. Expulsion Meeting Minutes from April 2, 2024**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type	Action, Minutes
Recommended Action	Motion to approve the Expulsion Meeting Minutes from April 2, 2024 as presented.

Minutes aren't official until they are approved at the Board meeting.

Motion & Voting

Motion to approve the Expulsion Meeting Minutes from April 2, 2024 as presented.

Motion by Pheng Thao, second by James Bacon.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Subject	**A. Biology Instructional Materials**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC-Biology 4110.pdf (48 KB)
KWKT Biology.pdf (114 KB)

Subject	**B. 6th-grade Science Instructional Materials**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC- Science 6th grade.pdf (39 KB)
KWKT Science 6.pdf (103 KB)

Subject	**C. Professional Educator New Hire(s)**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC Professional Educator New Hires 4-8-24.pdf (168 KB)

Subject	**D. Professional Educator Contract Change(s)**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type	Action

File Attachments
IFC Professional Educator Contract Changes 4-8-24.pdf (111 KB)

Subject	**E. Professional Educator Revised Retirement(s)**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC Professional Educator Retirement 4-8-24.pdf (103 KB)

Subject	**F. Professional Educator Resignation(s)**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC Professional Educator Resignations 4-8-24.pdf (106 KB)

Subject	**G. Administrative Transfer(s)**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC-Administrative Transfer.pdf (102 KB)

Subject	**H. Administrative Hire(s)**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type	Action

File Attachments
IFC-Administrative Hire(s).pdf (106 KB)

Subject	**I. Administrative Resignation(s)**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action
Recommended Action	Motion to approve the Administrative Resignation(s) as presented.

File Attachments
IFC-Administrative Resignation(s).pdf (105 KB)

Motion & Voting

Motion to approve the Administrative Resignation(s) as presented.

Motion by Kay Eggert, second by Nick Ross.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)

Subject	**A. Business Services Report: None**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information

Subject	**B. School/Student Services Report: School Wellness Policy Evaluation**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Report

Director of STEM, Thai Xiong and Physical Education Program Leader, Mikki Duran, will present the School Wellness Policy Evaluation item of information.

File Attachments

IOI-School Wellness Policy Evaluation.pdf (47 KB)
AASD AFHK SHI 2022-23 Report (1).pdf (1,303 KB)
AASD Annual Wellness Report 2022-23.pdf (182 KB)
FINAL-Elementary-AFHK-SHI-Questions-and-Answers.pdf (551 KB)
FINAL-Middle-HS-AFHK-SHI-Questions-and-Answers.pdf (529 KB)

Subject	**C. Personnel Services Report: None**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Report

10. Board Business

Subject	**A. Facilities Updates: Capital Projects, Referendum, and Auditorium Overview**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Discussion, Information

Executive Director of Operations, Mark Hansel and Director of Facilities, Joe Sargent, will present the Facilities Updates.

File Attachments
BOE Referendum Building Project Update, April 8, 2024.pdf (6,710 KB)

Subject	**B. AP Check Register-March 2024**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve AP Check Register-March 2024 as presented.

Motion & Voting

Motion to approve AP Check Register-March 2024 as presented.

Motion by Nick Ross, second by Pheng Thao.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross
Abstain: Edward Ruffolo

Subject	**C. 2023-2024 Board of Education Work Session Schedule Update**
Meeting	Apr 8, 2024 - Board of Education Meeting

Category	10. Board Business
Type	Discussion, Information

File Attachments
[Updated Board of Ed Work Session Calendar 2023-24.pdf (231 KB)]

Subject	**D. Virtual Participation for Closed Session**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve the Virtual Participation for a Board Member to attend the Closed Session.

Motion & Voting

Motion to approve the Virtual Participation for a Board Member to attend the Closed Session.

Motion by James Bacon, second by Kay Eggert.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**E. Consent Agenda Item(s) Removed for Separate Consideration**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action, Discussion

Motion & Voting

(not specified)

Motion by Edward Ruffolo, second by Pheng Thao.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

11. Closed Session

Subject	**A. Motion to go into Closed Session**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	11. Closed Session
Type	Action
Recommended Action	Motion to go into closed session.

Motion & Voting

Motion to go into closed session.

Motion by James Bacon, second by Kristine Sauter.

Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack
Abstain: Nick Ross

Subject	**B. Wisconsin State Statute 19.85 (1)(c)- Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, for the purpose of discussing compesnation for the following groups/individuals within said groups: Professional Educators, Administrators, Administrative Support, Maintenance, Secretaries and Paraprofessionals.**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	11. Closed Session
Type	Discussion, Information

Subject	**C. Wisconsin State Statute 118.22- for the purpose to discuss the Professional Educator Preliminary Notice of Non-renewal(s)**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	11. Closed Session
Type	Discussion, Information

Subject	**D. Motion to return to Open Session**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	11. Closed Session
Type	Action
Recommended Action	Motion to return to Open Session.

Motion & Voting

Motion to return to Open Session.

Motion by Edward Ruffolo, second by Pheng Thao.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack
Not Present at Vote: Nick Ross

12. Board Business

Subject	**A. Professional Educator Preliminary Notice of Non-renewal(s)**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	12. Board Business
Type	Action
Recommended Action	Motion to approve Professional Educator Preliminary Notice of Non-renewals(s) as presented.

Chief Human Resources Officer, Julie King, will report on the Professional Educator Preliminary Notice of Non-renewals(s) item for consideration.

File Attachments
IFC Professional Educator Preliminary Notice of Non-Renewals 4-8-24.pdf (101 KB)

Motion & Voting

Motion to approve Professional Educator Preliminary Notice of Non-renewals(s) as presented.

Motion by Kay Eggert, second by James Bacon.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

13. Items of Information

Subject	**A. April 2, 2024- School Board Election Unofficial Results**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	13. Items of Information
Type	Information

File Attachments
UNOFFICAL Election Results 2024.docx.pdf (104 KB)

14. Future Meetings

Subject	**A. Board Meeting: Monday, April 22, 2024, 6:00PM**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	14. Future Meetings
Type	Information

Subject	**B. Board Work Session: Monday, May 6, 2024, 4:00PM**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	14. Future Meetings
Type	Information

Subject	**C. Board Meeting: Monday, May 6, 2024, 6:00PM**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	14. Future Meetings
Type	Information

15. Adjourn

Subject	**A. Motion to Adjourn the Meeting**
Meeting	Apr 8, 2024 - Board of Education Meeting
Category	15. Adjourn
Type	Action
Recommended Action	Motion to Adjourn the Meeting.

Motion & Voting

Motion to Adjourn the Meeting.

Motion by James Bacon, second by Jason Kolpack.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

PUBLIC INPUT AT SCHOOL BOARD AND BOARD SUBCOMMITTEE MEETINGS

The Board of Education encourages citizens of the Appleton Area School District to attend its meetings so that they may become better acquainted with the operations and programs of the schools and so that the Board may have an opportunity to hear the views and concerns of the public regarding educational issues.

A period of public input shall be noticed and scheduled at School Board meetings and Public Hearings, except as otherwise specifically directed by the Board.

Public input is also allowed at Board Subcommittee meetings with respect to items of business on the publicly-noticed agenda.

At other meetings of District governmental bodies that may be required by State Statute or held pursuant to District Policy, written input will be accepted.

Cross References: Policy 170, School Board Meetings
Policy 870, Public Concerns and Complaints

Legal References: Wisconsin State Statutes 19.81, 19.83(2), 19.84(2), 19.85, and 120.43

Adoption Date: September 14, 1987

Amended Dates: January 9, 2012 and March 12, 2018

PUBLIC INPUT AT SCHOOL BOARD AND BOARD SUBCOMMITTEE MEETINGS

Procedures

Meetings of the Board may receive information and comments from members of the public on issues or topics.

Please note the following in the Procedures below:

- ✓ School Board meetings are run by the Board President or other presiding officer if the President is absent.
- ✓ Board Subcommittee meetings are run by the Subcommittee Chair or other Subcommittee member if the Chair is absent.
- ✓ Public Hearings are run by the Board President or other presiding officer if the President is absent.
- ✓ Other meetings of District governmental bodies that may be required by State Statute or held pursuant to District Policy are run by a Lead Administrator or another administrator if Lead Administrator is absent.

I. School Board Meetings

A period for public input will be set aside during School Board meetings. No public input will be allowed during Closed Sessions.

Members of the public wishing to speak during the public input period are required to register to speak. Comments may address topics related to District operations and programs and are not limited exclusively to agenda items.

II. Board Subcommittee Meetings

Members of the public wishing to speak at Board Subcommittee meetings are required to register to speak and may only make comments related to items on the meeting agenda. Members of the public wishing to speak will be recognized by the Board Subcommittee Chair as that agenda item is reached.

III. Public Hearings

Members of the public wishing to speak at Public Hearings of the Board (e.g. annual budget discussions) are required to register to speak and may only make comments or request clarification related to specific items included on the agenda and during the public input portion of the hearing.

IV. Other Meetings of District governmental bodies that may be required by State Statute or held pursuant to District Policy

A designated period for public input will not be a part of the agenda for these meetings. Work completed at most of these meetings will ultimately be shared at Board Subcommittee and School Board meetings where public input is allowed. At any time, signed written communication is encouraged and will be accepted by the Lead Administrator of these meetings.

Guidelines for Speaking at School Board and Board Subcommittee Meetings

- Meeting agendas that are subject to the Open Meetings law are available on the District's website (via BoardDocs) before each meeting and hard copies are available at the meeting.
- Members of the public wishing to speak must complete and submit a registration form stating his/her name, address, and topic for comments prior to speaking. If a spokesperson is speaking on behalf of a group, he/she needs to indicate that on the registration form as well.
- The District respectfully requests that speakers refrain from presenting comments at public meetings that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students. As such personnel-related and student-related matters implicate a variety of rights that require careful attention, the District has established a variety of alternative procedures for appropriately addressing such complaints. If a speaker persists in presenting a complaint about an individual staff member's conduct or an individual student's conduct or performance, the District officials who are present at the meeting will not attempt to resolve or respond to the speaker's complaint in that setting. Any person with such a complaint or concern may contact the Office of the Superintendent for information on the most appropriate means of raising or pursuing his/her complaint. Generally, such complaints or concerns should be channeled through the AASD Complaint Procedure (Policy 870 and 870-Rule).
- The Board President or Chair shall recognize all speakers who have registered to speak and will share the Public Input Disclaimer (see Appendix 1). The Board President, Chair, or the Board by motion, may limit (in a viewpoint-neutral manner) the total time allotted for public input or the amount of time allotted to individual topics.

Speaker Responsibilities at School Board and Board Subcommittee Meetings

- A speaker should be as brief as possible and only speak once during the period for public input. Unless additional time is granted, a speaker shall limit his/her presentation to a maximum of three minutes. A timer will be used.
- A group spokesperson may speak for up to five minutes on behalf of a group present at the meeting as indicated on the registration form. A timer will be used.
- Individuals or groups requiring greater length of time should communicate in writing. Written correspondence to Board members may be directed to the Board through its Executive Assistant or directly to their home addresses.
- A speaker's comments are limited to the public input period (e.g., either during the designated public input period during a School Board meeting or Public Hearing, or during a portion of the topic-specific discussion that occurs at a Board Subcommittee meeting).
- During periods of public input that are not limited to the meeting's agenda topics, a speaker's comments still must be reasonably germane to some aspect of the school district's policies, practices, programs, or operations.
- A speaker should not be unduly repetitious. For example, a speaker who attends multiple meetings should only sign up to speak if presenting new or additional information.
- A speaker retains all liability for his/her comments and conduct (i.e., the public input period does not offer any speaker any exemption from legal liability or from other lawful consequences that may result from the speaker's comments or conduct).

- A speaker shall avoid conduct that is disorderly or speech that is obscene, threatening, harassing, or defamatory.
- A speaker should avoid engaging in political advocacy with respect to candidates for any elected office. Political advocacy related to specific candidates for office is not sufficiently germane to the meetings or to the public responsibilities of the bodies.
- No individual may present his/her verbal public input by proxy except as permitted as a reasonable accommodation for an individual with special needs. A person who is unable to attend a meeting in person may submit written comments to the District.

Authority and Responsibility of the Board President or Chair

To promote the lawful, orderly, and efficient progress of each meeting, the Board President or Chair shall have the authority to enforce the requirements of this policy and he/she shall conduct any period of public input according to established procedures.

- The Board President or Chair may call any registrant (or other attendee) to order and direct the individual to cease conduct, which violates any applicable law, policy, or procedure.
- The Board President or Chair may terminate remarks of any individual who does not adhere to established rules, whose comments are unduly repetitive of previous comments, who makes comments that are obscene, threatening, harassing, or defamatory, or whose conduct is otherwise disorderly.
- If necessary, the Board President or Chair may contact law enforcement for assistance in maintaining order or safety.

School Board Meetings

When the School Board receives public input on topics/issues that are not part of the publicly-noticed meeting agenda, Board members shall not engage in any extensive discussion or debate on any such topic/issue, and shall not take any action addressing the merits of any such topic/issue. However, in exceptional cases, the Board President, a Board member who has been recognized by the Chair, or the Superintendent may briefly respond to the registrant (e.g., to ask a clarifying question or to provide a brief clarification or correction of information that was presented by the registrant). The Board President, Chair, or the Board by motion may refer an off-agenda topic/issue that is raised by a registrant to a future agenda or for follow-up by the administration.

Cross References: Policy 170, School Board Meetings
Policy 870, Public Concerns and Complaints

Legal References: Wisconsin State Statutes 19.81, 19.83(2), 19.84(2), 19.85, and 120.43

Adoption Date: September 14, 1987

Amended Dates: January 9, 2012 and March 12, 2018

Appendix 1

Public Input Disclaimer

The School Board welcomes public input. We thank you for being here. Your opinions and ideas are important to us. However, there are a few cautions we want to share with you.

The School Board respectfully requests that speakers refrain from presenting comments at public meetings that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students. As such personnel-related and student-related matters implicate a variety of rights that require careful attention, the District has established a variety of alternative procedures for appropriately addressing such complaints. If a speaker persists in presenting a complaint about an individual staff member's conduct or an individual student's conduct or performance, the District officials who are present at the meeting will not attempt to resolve or respond to the speaker's complaint in that setting. Any person with such a complaint or concern may contact the Office of the Superintendent for information on the most appropriate means of raising or pursuing his/her complaint. Generally, such complaints or concerns should be channeled through the AASD Complaint Procedure (Policy 870 and 870-Rule). False statements or stigmatizing charges may subject the individual making such statements to legal repercussions, including, but not limited to, defamation claims. Conduct that is disorderly or any speech that is obscene, threatening, harassing, or defamatory is not permitted.

Again, we appreciate your input and support for our efforts to create the best learning environment for our students.

ITEM FOR CONSIDERATION

Topic: Biology 4110: Text and Materials Adoption

Background Information: The Director of STEM (7-12) has been conducting secondary AASD science teacher input sessions to gather feedback that supports updating and implementing standards-based science curriculum for Biology. Based on teacher input, the high school biology curriculum and materials were reviewed and a new instructional material was recommended to support and better align with the updated standards-based Biology curriculum. The request is for the adoption of the updated instructional materials.

Fiscal Note: Instructional material recommendations include student edition textbook and e-book, online digital resources, teacher edition textbook and online planning resources, and Vernier Biology Go-Direct Lab sensors to support student learning.

Miller, K. R., and Levine, J. S. (2023). *Biology*. Savvas Learning Company. [Updated Edition from 2019] ISBN: 978-0-328-92512-4

The cost is $225,000 for 6 years and is within the dollars allocated in the 2024-2025 AC&I budget. The updated curriculum and all instructional materials will be implemented during the 2024-25 school year.

Instructional Impact: The updated curriculum and new instructional materials will allow high school students to develop a deeper conceptual understanding of science concepts and science practices. Students will engage in science practices and hands-on, inquiry-based laboratory investigations to develop and apply their knowledge of scientific concepts to real world questions or scenarios to help them become scientifically literate citizens. Students will engage in scientific inquiry and engineering practices, and apply crosscutting concepts to deepen their understanding of biology within the science branch of life science. The new materials will provide students with more exposure to the life science NGSS standards and learning science through inquiry and data collection.

Administrative Recommendation: Approve as submitted.

Contact Persons: Dr. Thai Xiong, Director of STEM (7-12) and H/HP (K-12), 852-5320 x60173, xiongthai@aasd.k12.wi.us
Dr. Steve Harrison, Assistant Superintendent of AC&I, 852-5320 x60121, harrisonstepha@aasd.k12.wi.us)

BOE: 04/8/24

Biology 4110

Text and Materials: Key Word Key Time (KWKT)

WHY is there a need for the curriculum and instructional materials?	In 2016, the AASD adopted the ***Next Generation Science Standards (NGSS)*** as the AASD Science Standards for K-12. During this time, the district also started the standard-based course (SBC) development process for all courses and content areas at the middle and high school levels. The high school Biology course has completed the SBC process and has transitioned to the new ***NGSS*** curriculum. Although the Biology curriculum was updated in 2022, the instructional resource was not: (1) There is a need to update the curriculum for Biology to reflect the latest science standards. (2) With updates to the curriculum, there is a need to support the curriculum with updated instructional text and materials to align to the new standards and units of study. (3) With the transition to Chromebooks, the outdated Vernier lab equipment is not compatible with Chromebooks and there is a need to update the equipment to be compatible with Chromebook usage.
WHAT changes are required for implementation?	The adoption of the following text and materials are required for implementation of the Biology curriculum: ● New instructional resources: text and/or materials ○ Biology Textbook ○ Biology with Vernier lab
HOW will the changes support student success?	The updated text and materials provide a consistent curriculum to support student success: ● All students have access to rigorous, relevant and up to date standards-based science resources. ● Text and materials provide opportunities for students to create meaningful connections among concepts to investigate phenomena using science inquiry and engineering practices. ● Provide compatible science technologies in the classroom for students to engage with scientific inquiry and engineering practices. ● Students engage in hands-on and inquiry-based laboratory investigations to develop knowledge of scientific concepts and apply science practices to provide explanations for events in the natural and real world.

ITEM FOR CONSIDERATION

Topic: Science 6 (4640): Text and Materials Adoption

Background Information: The updated Science 6 curriculum with the transition of Grade 6 from the elementary to the middle level was approved by the Board on March 4, 2024. Currently, both Science 7 and Science 8 are using STEMscopes as an instructional material to support the curriculum. To be consistent with the instructional materials used for Science 7 and Science 8, the request is for the adoption of the STEMscopes Science 6 resources as the updated instructional material for the new middle school Science 6 course.

Fiscal Note: Instructional material recommendations include student edition textbook and e-book, online digital resources, teacher edition textbook and online planning resources, laboratory equipment and Vernier Middle School Science Go-Direct Lab sensors to support student learning.

STEMScopes. (2018). NGSS 3D STEMscopedia – Sixth. Rice University: Houston, TX. ISBN: 978-1-64305-873-3

The total cost for textbook, online licenses, hands-on kits, consumables, lab equipment, and Vernier probes is $365,000. The updated curriculum and all instructional materials will be implemented during the 2024-25 school year.

Instructional Impact: The updated Science 6 curriculum and new instructional materials will allow Science 6 to be in alignment with both the Science 7 and Science 8 curricula and materials. A vertical alignment in both curriculum and resources in middle school science supports both student and teacher success.

Administrative Recommendation: Approve as submitted.

Contact Persons: Dr. Thai Xiong, Director of STEM (7-12) and H/HP (K-12), 852-5320 x60173, xiongthai@aasd.k12.wi.us
Dr. Steve Harrison, Assistant Superintendent of AC&I, 852-5320 x60121, harrisonstepha@aasd.k12.wi.us)

BOE: 04/8/24

Science 6 (4640)

Text and Materials: Key Word Key Time (KWKT)

WHY is there a need for the curriculum and instructional materials?	In 2018, the Director of STEM (7-12) conducted secondary AASD science teacher input sessions to gather feedback that supports science learning for all students during their middle school years. Based on teacher input, instructional materials were recommended for adoption during the 2019-20 school year in order to support the newly adopted AASD Next Generation Science Standards (NGSS) curriculum in middle school for seventh and eighth grades. During this adoption, Science 6 continued to use the FOSS curriculum to be consistent with the K-6 science curricula and materials. With sixth grade transitioning to middle school, the Science 6 curriculum was revised to align with the scope and sequence of Science 7 and Science 8. In addition, the instructional materials of Science 6 also need to align with the instructional materials of Science 7 and 8. With an updated Science 6 curriculum, there is also a need to update the instructional materials to support the Science 6 curriculum.
WHAT changes are required for implementation?	The adoption of the following text and materials are required for implementation of the Science 6 curriculum: ● New instructional resources: text and/or materials ○ Science 6 Textbook ○ Middle School with Vernier lab
HOW will the changes support student success?	The updated text and materials provide a consistent curriculum to support student success at the middle level: ● All students have access to rigorous, relevant and up to date standards-based science resources. ● Vertical alignment of curricula and materials reduce unnecessary repetition of foundational knowledge and skills, and provide a more consistent learning structure to minimize previously covered materials. ● Vertical alignment of Science 6 addresses gaps in learning for Science 7 and Science 8. ● Students engage in hands-on and inquiry-based laboratory investigations to develop knowledge of scientific concepts and apply science practices to provide explanations for events in the natural and real world.

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information: The Professional Educators listed below are recommended for contractual position for the 2024-2025 school year (effective August 26, 2024):

Name	***Position***	***Location***	***FTE***
Shelly A. Aures	Grade 2	Foster	100%
Brian D. Boushele	ELA/Social Studies	Einstein	100%
Jenna A. Ceranski	Physical Ed/Health	Einstein/Madison	100%
Melissa M. Coyle	Special Ed-I4K/ECSE	McKinley	100%
Erik S. Dahms	Special Ed-Cross Cat	North	100%
Angela N. Greco	School Psychologist	TBD	100%
Joel D. Hallstrom	Special Ed-Cross Cat	East	100%
Molly M. Hietpas	Math Interventionist	District	100%
Katie J. Jahnke	Special Ed-Cross Cat	North	100%
Geneveive S. Knudsen	Elementary	TBD	100%
Makenna R. Krause	Elementary	TBD	100%
Lisa M. Kuehl	Special Ed-Cross Cat	North	100%
Morgen Moraine	Music-Band/Choir/Exp.	Einstein/Madison	100%
Isabella G. Petermann	Math	North	100%
Grace B. Peterson	Special Ed-Cross Cat	Ferber	100%
Sarah N. Pierce	EMLSS Behavioral Coach	TBD	100%
Matthew A. Piscitelli	Social Studies	East/West	100%
Emma A. Price	Elementary	TBD	100%
Meadow A. Schmidt	Elementary	TBD	100%
Karen P. Schwoerer	Special Ed-Cross Cat	East	100%
Emma C. Skiff	ELA/Social Studies	Wilson	100%
Sean M. Sloan	Special Ed-Cross Cat	Johnston	100%
Ashley L. Smith	Adaptive Physical Ed	TBD	100%
Melissa J. Snyder	Dean/Instructional Coach	Columbus	100%
Lauren N. Specht	Math/Science	Einstein	100%
Nicole M. Spomer	STEM	Badger/Columbus	100%
Nicholas S. Stegeman	Technology Ed/ACP	East/Madison	100%
Jennifer L. Thomas	Elementary	TBD	100%
Jennier L. Widi	School Psychologist	TBD	40%
Tiernan J. Wilson	ELA/Social Studies	Madison	100%
Ariane E. Zimmerman	School Counselor	North	100%

Instructional Impact: The candidates listed above are recommended by the administrator to whom they will report as the best candidates for the positions.

Fiscal Impact: Salary will be commensurate with education and experience.

Administrative Recommendation: Approval

Contact Person(s): Julie King, (920) 852-5302

BOE: 4/8/24

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

Background Information: The following contract changes are recommended for the 2024-2025 school year (effective August 26, 2024):

Name	Position	Location	FTE
Katharina Abderholden	Dance	KA	60% to 85%
Sarah J. Houle	Special Ed-ID	North	50% to 100%
Jennifer M. Lamers	Counselor	Ferber	60% to 100%
Amy B. Martell	Speech & Language	Ferber	75% to 40%
Lisa H. Reineking	Interventionist-Math	Horizons	100% to 80%

Instructional Impact: These assignment adjustments will meet student needs.

Fiscal Impact: As indicated above.

Administrative Recommendation: Approval

Contact Person(s): Julie King, (920) 852-5302

BOE: 4/8/24

ITEM FOR CONSIDERATION

Topic: Professional Educator Retirement(s)

Background Information: The following Professional Educator previously submitted a letter of retirement effective the end of the 2023-2024 school year, however, has since submitted a letter requesting to revise the effective date as noted below:

Michael J. Gilbert has been with the District for thirty-three years, most recently as a Physical Education Teacher at Classical School and Einstein Middle School effective at the end of the Wednesday, July 3, 2024, workday.

Instructional Impact: A qualified replacement will be procured.

Fiscal Impact: Dependent upon replacement.

Administrative Recommendation: Approval

Contact Person(s): Julie King, (920) 852-5302

BOE: 4/8/24

ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

Background Information: The following Professional Educators have submitted a letter of resignation effective at the end of the 2023-2024 school year:

Bailey J. Hegg has been with the District for five years, most recently as a Grade 5 Teacher at Richmond Elementary School.

Bailey A. McAllister has been with the District for eight years, most recently as a Grade 2 Teacher at Berry Elementary School.

Hannah L.S. Swick has been with the District for four years, most recently as a Family & Consumer Science Teacher at East High School.

Lawsen R. Swick has been with the District for three years, most recently as a Special Education Teacher at East High School.

Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent upon replacements.

Administrative Recommendation: Approval.

Contact Person(s): Julie King, (920) 852-5302

BOE: 4/8/24

ITEM FOR CONSIDERATION

Topic: Administrative Transfer(s)

Background Information: The following administrator is recommended for a transfer effective July 1, 2024:

David E. Torrey is recommended for the Director of Human Resources position with a 260-day contract. Mr. Torrey has been with the District for twenty-four years, most recently as the Principal at Madison Middle School.

Instructional Impact: A qualified replacement will be procured.

Fiscal Impact: Dependent upon replacement.

Administrative Recommendation: Approval

Contact Person(s): Julie King (920) 852-5302

BOE: 4/8/24

ITEM FOR CONSIDERATION

Topic: Administrative Hire(s)

Background Information: The individuals listed below have been recommended for a contractual position for the 2024-2025 school year under a 260-day contract effective July 1, 2024.

Robert W. DeLain is recommended for the Associate Principal position at Einstein Middle School. Mr. DeLain most recently served as Principal at JR Gerrits Middle School in Kimberly.

Samuel P. Engelland is recommended for the Activities Director/Associate Principal position at Appleton East High School. Mr. Engelland most recently served as the Activities Director with the Hortonville Area School District.

Kevin T. McElrath is recommended for Associate Principal of Curriculum and Instruction at Appleton East High School. Mr. McElrath most recently served the District as a Secondary Instructional Coach.

Instructional Impact: These highly qualified candidates will support the continuation of quality instruction and student support.

Fiscal Impact: Salaries will be commensurate with education and experience.

Administrative Recommendation: Approval

Contact Person(s): Julie King (920) 852-5302

BOE: 4/8/24

ITEM FOR CONSIDERATION

Topic: Administrative Resignation(s)

Background Information: The following administrators have submitted notice of their resignations:

Mark A. Hansel has been with the District for twelve and one-half years, most recently as the Executive Director of Operations. Mr. Hansel's resignation is to be effective April 12, 2024.

Thomas L. Bomann has been with the District for twenty-six years, most recently as the Principal of the Classical School. Mr. Bomann's resignation is to be effective June 28, 2024.

Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent upon replacements.

Administrative Recommendation: Approval

Contact Person(s): Julie King, (920) 852-5302

BOE: 4/8/24

ITEM FOR CONSIDERATION

Topic: Biology 4110: Text and Materials Adoption

Background Information: The Director of STEM (7-12) has been conducting secondary AASD science teacher input sessions to gather feedback that supports updating and implementing standards-based science curriculum for Biology. Based on teacher input, the high school biology curriculum and materials were reviewed and a new instructional material was recommended to support and better align with the updated standards-based Biology curriculum. The request is for the adoption of the updated instructional materials.

Fiscal Note: Instructional material recommendations include student edition textbook and e-book, online digital resources, teacher edition textbook and online planning resources, and Vernier Biology Go-Direct Lab sensors to support student learning.

Miller, K. R., and Levine, J. S. (2023). *Biology*. Savvas Learning Company. [Updated Edition from 2019] ISBN: 978-0-328-92512-4

The cost is $225,000 for 6 years and is within the dollars allocated in the 2024-2025 AC&I budget. The updated curriculum and all instructional materials will be implemented during the 2024-25 school year.

Instructional Impact: The updated curriculum and new instructional materials will allow high school students to develop a deeper conceptual understanding of science concepts and science practices. Students will engage in science practices and hands-on, inquiry-based laboratory investigations to develop and apply their knowledge of scientific concepts to real world questions or scenarios to help them become scientifically literate citizens. Students will engage in scientific inquiry and engineering practices, and apply crosscutting concepts to deepen their understanding of biology within the science branch of life science. The new materials will provide students with more exposure to the life science NGSS standards and learning science through inquiry and data collection.

Administrative Recommendation: Approve as submitted.

Contact Persons: Dr. Thai Xiong, Director of STEM (7-12) and H/HP (K-12), 852-5320 x60173, xiongthai@aasd.k12.wi.us
Dr. Steve Harrison, Assistant Superintendent of AC&I, 852-5320 x60121, harrisonstepha@aasd.k12.wi.us)

BOE: 04/8/24

Biology 4110

Text and Materials: Key Word Key Time (KWKT)

WHY is there a need for the curriculum and instructional materials?	In 2016, the AASD adopted the ***Next Generation Science Standards (NGSS)*** as the AASD Science Standards for K-12. During this time, the district also started the standard-based course (SBC) development process for all courses and content areas at the middle and high school levels. The high school Biology course has completed the SBC process and has transitioned to the new ***NGSS*** curriculum. Although the Biology curriculum was updated in 2022, the instructional resource was not: (1) There is a need to update the curriculum for Biology to reflect the latest science standards. (2) With updates to the curriculum, there is a need to support the curriculum with updated instructional text and materials to align to the new standards and units of study. (3) With the transition to Chromebooks, the outdated Vernier lab equipment is not compatible with Chromebooks and there is a need to update the equipment to be compatible with Chromebook usage.
WHAT changes are required for implementation?	The adoption of the following text and materials are required for implementation of the Biology curriculum: ● New instructional resources: text and/or materials ○ Biology Textbook ○ Biology with Vernier lab
HOW will the changes support student success?	The updated text and materials provide a consistent curriculum to support student success: ● All students have access to rigorous, relevant and up to date standards-based science resources. ● Text and materials provide opportunities for students to create meaningful connections among concepts to investigate phenomena using science inquiry and engineering practices. ● Provide compatible science technologies in the classroom for students to engage with scientific inquiry and engineering practices. ● Students engage in hands-on and inquiry-based laboratory investigations to develop knowledge of scientific concepts and apply science practices to provide explanations for events in the natural and real world.

ITEM FOR CONSIDERATION

Topic: Science 6 (4640): Text and Materials Adoption

Background Information: The updated Science 6 curriculum with the transition of Grade 6 from the elementary to the middle level was approved by the Board on March 4, 2024. Currently, both Science 7 and Science 8 are using STEMscopes as an instructional material to support the curriculum. To be consistent with the instructional materials used for Science 7 and Science 8, the request is for the adoption of the STEMscopes Science 6 resources as the updated instructional material for the new middle school Science 6 course.

Fiscal Note: Instructional material recommendations include student edition textbook and e-book, online digital resources, teacher edition textbook and online planning resources, laboratory equipment and Vernier Middle School Science Go-Direct Lab sensors to support student learning.

STEMScopes. (2018). NGSS 3D STEMscopedia – Sixth. Rice University: Houston, TX. ISBN: 978-1-64305-873-3

The total cost for textbook, online licenses, hands-on kits, consumables, lab equipment, and Vernier probes is $365,000. The updated curriculum and all instructional materials will be implemented during the 2024-25 school year.

Instructional Impact: The updated Science 6 curriculum and new instructional materials will allow Science 6 to be in alignment with both the Science 7 and Science 8 curricula and materials. A vertical alignment in both curriculum and resources in middle school science supports both student and teacher success.

Administrative Recommendation: Approve as submitted.

Contact Persons: Dr. Thai Xiong, Director of STEM (7-12) and H/HP (K-12), 852-5320 x60173, xiongthai@aasd.k12.wi.us
Dr. Steve Harrison, Assistant Superintendent of AC&I, 852-5320 x60121, harrisonstepha@aasd.k12.wi.us)

BOE: 04/8/24

Science 6 (4640)

Text and Materials: Key Word Key Time (KWKT)

WHY is there a need for the curriculum and instructional materials?	In 2018, the Director of STEM (7-12) conducted secondary AASD science teacher input sessions to gather feedback that supports science learning for all students during their middle school years. Based on teacher input, instructional materials were recommended for adoption during the 2019-20 school year in order to support the newly adopted AASD Next Generation Science Standards (NGSS) curriculum in middle school for seventh and eighth grades. During this adoption, Science 6 continued to use the FOSS curriculum to be consistent with the K-6 science curricula and materials. With sixth grade transitioning to middle school, the Science 6 curriculum was revised to align with the scope and sequence of Science 7 and Science 8. In addition, the instructional materials of Science 6 also need to align with the instructional materials of Science 7 and 8. With an updated Science 6 curriculum, there is also a need to update the instructional materials to support the Science 6 curriculum.
WHAT changes are required for implementation?	The adoption of the following text and materials are required for implementation of the Science 6 curriculum: ● New instructional resources: text and/or materials ○ Science 6 Textbook ○ Middle School with Vernier lab
HOW will the changes support student success?	The updated text and materials provide a consistent curriculum to support student success at the middle level: ● All students have access to rigorous, relevant and up to date standards-based science resources. ● Vertical alignment of curricula and materials reduce unnecessary repetition of foundational knowledge and skills, and provide a more consistent learning structure to minimize previously covered materials. ● Vertical alignment of Science 6 addresses gaps in learning for Science 7 and Science 8. ● Students engage in hands-on and inquiry-based laboratory investigations to develop knowledge of scientific concepts and apply science practices to provide explanations for events in the natural and real world.

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information: The Professional Educators listed below are recommended for contractual position for the 2024-2025 school year (effective August 26, 2024):

Name	***Position***	***Location***	***FTE***
Shelly A. Aures	Grade 2	Foster	100%
Brian D. Boushele	ELA/Social Studies	Einstein	100%
Jenna A. Ceranski	Physical Ed/Health	Einstein/Madison	100%
Melissa M. Coyle	Special Ed-I4K/ECSE	McKinley	100%
Erik S. Dahms	Special Ed-Cross Cat	North	100%
Angela N. Greco	School Psychologist	TBD	100%
Joel D. Hallstrom	Special Ed-Cross Cat	East	100%
Molly M. Hietpas	Math Interventionist	District	100%
Katie J. Jahnke	Special Ed-Cross Cat	North	100%
Geneveive S. Knudsen	Elementary	TBD	100%
Makenna R. Krause	Elementary	TBD	100%
Lisa M. Kuehl	Special Ed-Cross Cat	North	100%
Morgen Moraine	Music-Band/Choir/Exp.	Einstein/Madison	100%
Isabella G. Petermann	Math	North	100%
Grace B. Peterson	Special Ed-Cross Cat	Ferber	100%
Sarah N. Pierce	EMLSS Behavioral Coach	TBD	100%
Matthew A. Piscitelli	Social Studies	East/West	100%
Emma A. Price	Elementary	TBD	100%
Meadow A. Schmidt	Elementary	TBD	100%
Karen P. Schwoerer	Special Ed-Cross Cat	East	100%
Emma C. Skiff	ELA/Social Studies	Wilson	100%
Sean M. Sloan	Special Ed-Cross Cat	Johnston	100%
Ashley L. Smith	Adaptive Physical Ed	TBD	100%
Melissa J. Snyder	Dean/Instructional Coach	Columbus	100%
Lauren N. Specht	Math/Science	Einstein	100%
Nicole M. Spomer	STEM	Badger/Columbus	100%
Nicholas S. Stegeman	Technology Ed/ACP	East/Madison	100%
Jennifer L. Thomas	Elementary	TBD	100%
Jennier L. Widi	School Psychologist	TBD	40%
Tiernan J. Wilson	ELA/Social Studies	Madison	100%
Ariane E. Zimmerman	School Counselor	North	100%

Instructional Impact: The candidates listed above are recommended by the administrator to whom they will report as the best candidates for the positions.

Fiscal Impact: Salary will be commensurate with education and experience.

Administrative Recommendation: Approval

Contact Person(s): Julie King, (920) 852-5302

BOE: 4/8/24

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

Background Information: The following contract changes are recommended for the 2024-2025 school year (effective August 26, 2024):

Name	Position	Location	FTE
Katharina Abderholden	Dance	KA	60% to 85%
Sarah J. Houle	Special Ed-ID	North	50% to 100%
Jennifer M. Lamers	Counselor	Ferber	60% to 100%
Amy B. Martell	Speech & Language	Ferber	75% to 40%
Lisa H. Reineking	Interventionist-Math	Horizons	100% to 80%

Instructional Impact: These assignment adjustments will meet student needs.

Fiscal Impact: As indicated above.

Administrative Recommendation: Approval

Contact Person(s): Julie King, (920) 852-5302

BOE: 4/8/24

ITEM FOR CONSIDERATION

Topic: Professional Educator Retirement(s)

Background Information: The following Professional Educator previously submitted a letter of retirement effective the end of the 2023-2024 school year, however, has since submitted a letter requesting to revise the effective date as noted below:

Michael J. Gilbert has been with the District for thirty-three years, most recently as a Physical Education Teacher at Classical School and Einstein Middle School effective at the end of the Wednesday, July 3, 2024, workday.

Instructional Impact: A qualified replacement will be procured.

Fiscal Impact: Dependent upon replacement.

Administrative Recommendation: Approval

Contact Person(s): Julie King, (920) 852-5302

BOE: 4/8/24

ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

Background Information: The following Professional Educators have submitted a letter of resignation effective at the end of the 2023-2024 school year:

Bailey J. Hegg has been with the District for five years, most recently as a Grade 5 Teacher at Richmond Elementary School.

Bailey A. McAllister has been with the District for eight years, most recently as a Grade 2 Teacher at Berry Elementary School.

Hannah L.S. Swick has been with the District for four years, most recently as a Family & Consumer Science Teacher at East High School.

Lawsen R. Swick has been with the District for three years, most recently as a Special Education Teacher at East High School.

Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent upon replacements.

Administrative Recommendation: Approval.

Contact Person(s): Julie King, (920) 852-5302

BOE: 4/8/24

ITEM FOR CONSIDERATION

Topic: Administrative Transfer(s)

Background Information: The following administrator is recommended for a transfer effective July 1, 2024:

David E. Torrey is recommended for the Director of Human Resources position with a 260-day contract. Mr. Torrey has been with the District for twenty-four years, most recently as the Principal at Madison Middle School.

Instructional Impact: A qualified replacement will be procured.

Fiscal Impact: Dependent upon replacement.

Administrative Recommendation: Approval

Contact Person(s): Julie King (920) 852-5302

BOE: 4/8/24

ITEM FOR CONSIDERATION

Topic: Administrative Hire(s)

Background Information: The individuals listed below have been recommended for a contractual position for the 2024-2025 school year under a 260-day contract effective July 1, 2024.

Robert W. DeLain is recommended for the Associate Principal position at Einstein Middle School. Mr. DeLain most recently served as Principal at JR Gerrits Middle School in Kimberly.

Samuel P. Engelland is recommended for the Activities Director/Associate Principal position at Appleton East High School. Mr. Engelland most recently served as the Activities Director with the Hortonville Area School District.

Kevin T. McElrath is recommended for Associate Principal of Curriculum and Instruction at Appleton East High School. Mr. McElrath most recently served the District as a Secondary Instructional Coach.

Instructional Impact: These highly qualified candidates will support the continuation of quality instruction and student support.

Fiscal Impact: Salaries will be commensurate with education and experience.

Administrative Recommendation: Approval

Contact Person(s): Julie King (920) 852-5302

BOE: 4/8/24

ITEM FOR CONSIDERATION

Topic: Administrative Resignation(s)

Background Information: The following administrators have submitted notice of their resignations:

Mark A. Hansel has been with the District for twelve and one-half years, most recently as the Executive Director of Operations. Mr. Hansel's resignation is to be effective April 12, 2024.

Thomas L. Bomann has been with the District for twenty-six years, most recently as the Principal of the Classical School. Mr. Bomann's resignation is to be effective June 28, 2024.

Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent upon replacements.

Administrative Recommendation: Approval

Contact Person(s): Julie King, (920) 852-5302

BOE: 4/8/24

ITEM OF INFORMATION

Topic: School Wellness Policy Evaluation Tool: Action for Healthy Kids School Health Index Report

Background Information: In order to be compliant with the Healthy Hunger Free Kids Act Public Law 111-296, the district is required to evaluate the wellness policy implementation and compliance at each site (early childhood - high school). Per School Wellness Policy 458, each site must complete an assessment tool (Action for Healthy Kids) based on the School Health Index (SHI) that generates a school wellness report on the status of the site's level of compliance and implementation. The purpose of the assessment is for schools to identify the strengths and weaknesses of their health and safety policies and programs, and to develop action plans for improving student health. The results from the SHI report were analyzed into a school wellness report and the school wellness report was shared with the AASD School Wellness Committee and Superintendent Greg Hartjes. The purpose of this item of information is to provide an update of the school wellness report to the school board.

Instructional Impact: By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children. Improved health optimizes student performance potential. Promoting healthy and safe behaviors among students is providing young people with the knowledge and skills they need to become healthy and productive adults. The SHI score indicates if a school provides an environment where students are healthy, active and ready to learn. Improving student health and safety can:

- Increase students' capacity to learn
- Reduce absenteeism
- Improve physical fitness and mental alertness

Contact Person(s): Dr. Thai Xiong, Director of STEM (7-12) and H/HP (K-12), 852-5320 x60173, xiongthai@aasd.k12.wi.us
Dr. Steve Harrison, Assistant Superintendent of AC&I, 852-5320 x60121, harrisonstepha@aasd.k12.wi.us)

BOE: 4/08/24

Wellness Policy Evaluation Tool: Action for Healthy Kids School Health Index Report 2022-23

Thai Xiong, Ph.D

Director of STEM (7-12) and Health & Human Performance (K-12)

APPLETON AREA SCHOOL DISTRICT

Why is this important?

WHY is this important?	In order to be compliant with the Healthy Hunger Free Kids Act Public Law 111-296, the district is required to evaluate their wellness policy implementation and compliance at each site (early childhood-high school). Per our School Wellness Policy 458, each site will need to complete an assessment tool (Action for Healthy Kids) based on the School Health Index (SHI) that will give a school wellness report on the status of compliance and implementation at each site which will be reported back to district administration and the board. **The purpose of the assessment is for schools to identify the strengths and weaknesses of their health and safety policies and programs, and develop action plans for improving student health.**

Who will the report be provided to?

WHO will the report be provided to?	The school wellness report will be reported back to the following people as identified in the School Wellness Policy: (1) AASD School Wellness Committee, (2) Superintendent, (3) School Board, (4) School Personnel, (5) Parents, (6) Students, and (7) Community Members.

What is the report?

WHAT is the report?	The Action for Healthy Kids Wellness Assessment examined several aspects of the school wellness environment. **The SHI report provided an overall score that highlights what percentage of health-promoting practices a school has in place as well as "Opportunities for Growth."** The 9 reporting categories included: 1) School Health and Environment 2) Nutrition Environment 3) Health Education 4) Physical Education and Physical Activity 5) Social and Emotional Climate 6) School Health Services 7) Staff Wellness 8) Family Involvement 9) Community Involvement The score was determined based on responses (*3 = Fully in Place, 2 = Partially in Place, 1 = Under Development, 0 = Not in Place*) to specific school health index questions that measure key nutritional and physical activity best practices. The report compared the school's score to other AFHK schools in the district and state. The report also identified opportunities for growth in categories where the school scored a 0 or 1.

What is the School Health Index?

The *School Health Index (SHI)* is an online self-evaluation and planning tool for schools. The SHI is built on CDC's research-based guidelines for school health programs that identify the policies and practices most likely to be effective in reducing youth health risk behaviors. The SHI is easy to use and is completely confidential.

The SHI (and related materials) is available as an interactive, customizable online tool or downloadable, printable version. The SHI aligns with the Whole School, Whole Community, Whole Child (WSCC) model.

How Can Schools Use the SHI?

CDC developed the SHI in partnership with school administrators and staff, school health experts, parents, and national non governmental health and education agencies to:

- Enable schools to identify strengths and weaknesses of health and safety policies and programs.
- Enable schools to develop an action plan for improving student health that can be incorporated into the School Improvement Plan.
- Engage teachers, parents, students, and the community in promoting health-enhancing behaviors and better health.

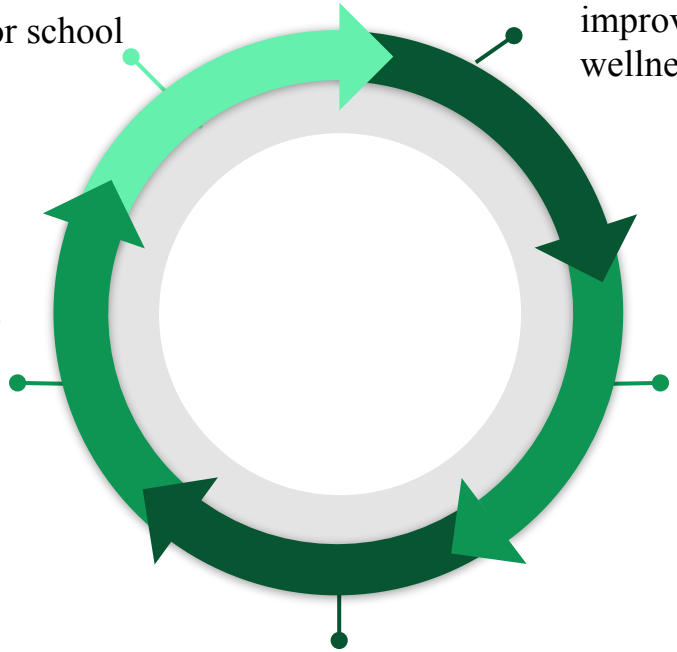
AFHK Framework to Building a Healthier School

Celebrate Success

Recognizing your accomplishments can help your school maintain momentum and support for school and student health.

Assess & Track Progress

Evaluate the health of your school's environment to identify strengths and areas of improvement for your current health and wellness programming.



Engage Families & Communities

Engage parents, caregivers and community members in school health activities to have a bigger impact on kids' lives. Recruit and manage volunteers, increase involvement and maximize partnerships.

Create & Execute an Action Plan

Outline priorities and goals to accomplish, then start making healthy changes in your school, one step at a time.

Explore Activities

Search Game On Activity Library for over 140+ healthy eating and physical activities to match your school's unique needs. Engage every kid with inclusive tips and adaptable programming

How will the report support student success?

HOW will the report support student success?	Promoting healthy and safe behaviors among students is providing young people with the knowledge and skills they need to become healthy and productive adults. The SHI score indicates the degree to which a school provides an environment where students are healthy, active and ready to learn. Improving student health and safety can: ● Increase students' capacity to learn ● Reduce absenteeism ● Improve physical fitness and mental alertness

What do schools need to do with the results of the report?

WHAT do schools need to do with the results of the report?	The SHI scores enable schools to improve their overall school wellness environment by reviewing their SHI report: ● Review each reporting category to identify strengths and weaknesses of your health and safety policies and programs ● Review the "Opportunities for Growth" and identify 3 - 5 priorities that is feasible for your school to accomplish during the school year ● Use your SHI results to develop action plans for improving student health. The following template and activities are not required but can support in establishing your action plan: ■ Action for Healthy Kids template action plan ■ Game On Activities to support each topic area on the SHI ● Use your action plan to track the progress of your identified priorities ● Engage teachers, parents, students, and the community in promoting health-enhancing behaviors and better health in your school ● Revisit your action plan to update objectives and check off completed actions

How did we do?
School Health Index Score: ES

AASD	Score	Rating
Appleton Public Montessori	89.04	Excellent
Badger Elementary School	94.30	Excellent
Classical Charter School	83.33	Excellent
Columbus Elementary School	93.42	Excellent
Edison Elementary School	94.74	Excellent
Edna Ferber Elementary School	89.04	Excellent
Franklin Elementary School	88.60	Excellent
Highlands Elementary School/Odyssey Magnet	91.23	Excellent
Horizons Elementary School	79.39	Excellent
Houdini Elementary School	92.54	Excellent
Huntley Elementary School	92.98	Excellent
Janet Berry Elementary School	91.67	Excellent
Jefferson Elementary School/Fox River Academy	89.91	Excellent
Johnston Elementary School	89.47	Excellent
McKinley Elementary School	92.54	Excellent
Richmond Elementary School	95.18	Excellent
Ronald C. Dunlap Elementary School	88.16	Excellent
Stephen Foster Elementary Charter School	94.30	Excellent
Elementary Average Score	**90.55**	**Excellent**

School Health Index = 90.55%

-3.29% (93.84%)

Overall Score	
Accountability Ratings	**Score**
Excellent	76-100
Good	51-75
Fair	26-50
Needs Improvement	0-25

AASD

How did we do?
School Health Index Score: Secondary

AASD	Score	Rating
Appleton Central High School	87.34	Excellent
Appleton East High School/Tesla	88.19	Excellent
Appleton North High School/FCLA	79.75	Excellent
Appleton West High School/A-Tech/Renaissance	84.81	Excellent
Einstein Middle School	62.03	Good
Kaleidoscope Academy	82.28	Excellent
Madison Middle School	83.12	Excellent
Wilson Middle School/Magellan Magnet School	73.42	Good
Secondary Average Score	80.12	Excellent

Overall Score	
Accountability Ratings	**Score**
Excellent	76-100
Good	51-75
Fair	26-50
Needs Improvement	0-25

School Health Index = 80.12%, -0.10% (80.22%)

School Health Index Score: AASD

School Health Index = 87.34%, -1.96% (89.30%) = Excellent in providing an environment where students are healthy, active and ready to learn

Based on schools' responses to specific School Health Index questions that measure key nutrition and physical activity best practices.

AASD	Score	Rating
Appleton Central High School	87.34	Excellent
Appleton East High School/Tesla	88.19	Excellent
Appleton North High School/FCLA	79.75	Excellent
Appleton Public Montessori	89.04	Excellent
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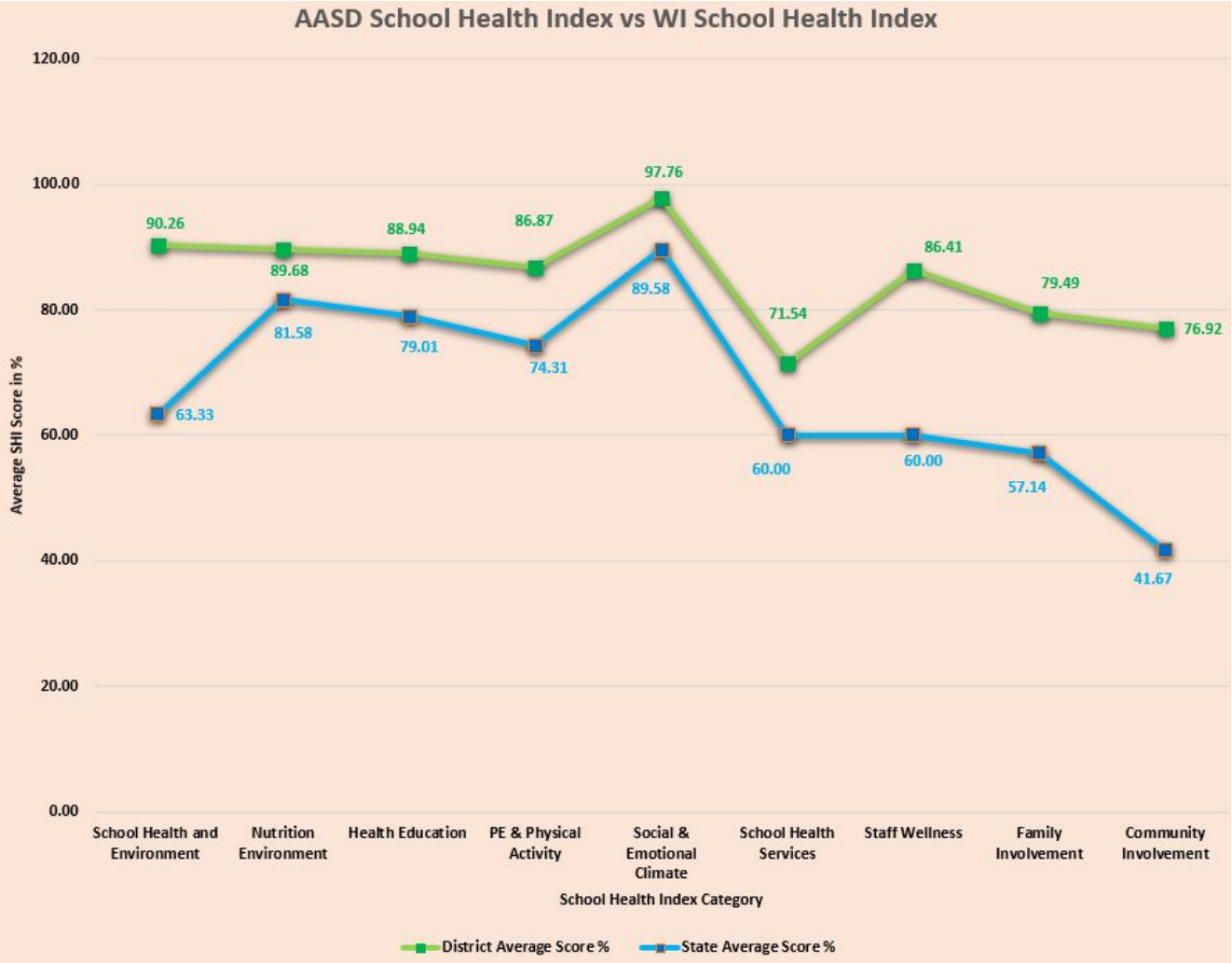
Stephen Foster Elementary Charter School	94.30	Excellent
Wilson Middle School/Magellan Magnet School	73.42	Good
District Average Score	**87.34**	**Excellent**

AASD

AASD vs WI



AASD exceeded the STATE in all 9 Categories

AASD scored EXCELLENT in 9 of 9 SHI Categories

Elementary

3 Strengths

1) Social & Emotional Climate: 99.77%

2) Nutrition Environment: 93.96%

3) School Health and Environment: 92.22%

3 Opportunities

1) School Health Services: 71.48%

2) Family Involvement: 86.77%

3) Staff Wellness: 88.15%

Secondary

3 Strengths

1) Social and Emotional Climate: 93.23%

2) Health Education: 87.50%

3) School Health and Environment: 85.83%

3 Opportunities

1) Community Involvement: 50%

2) Family Involvement: 63.10%

3) School Health Services: 71.67%

AASD

3 Strengths

1) Social & Emotional Climate: 97.76%

2) School Health & Environment: 90.26%

3) Nutrition Environment: 89.68%

3 Opportunities

1) School Health Services: 71.54%

2) Community Involvement: 76.92%

3) Family Involvement: 79.49%

AASD Historical SHI Data

Action for Healthy Kids School Health Index Historical Data					
Schools	2018-19	2019-20	2020-21	2021-22	2022-23
	Score	Score	Score	Score	Score
Appleton Central High School		95.06	89.58	84.39	87.34
Appleton East High School/Tesla		95.06	91.67	91.14	88.19
Appleton North High School/FCLA	76.54	85.19	82.29	79.32	79.75
Appleton Public Montessori	80.46	91.95	68.63	90.35	89.04
Appleton West High School/A-Tech/Renaissance		86.42	87.50	90.72	84.81
Badger Elementary School	95.4	95.4	96.08	96.49	94.30
Classical Charter School	73.56	86.21	71.57	75.00	83.33
Columbus Elementary School	73.56	97.7	97.06	95.18	93.42
Edison Elementary School	96.55	90.8	97.06	97.37	94.74
Edna Ferber Elementary School	96.55	81.61	97.06	95.61	89.04
Einstein Middle School		69.14	83.33	71.31	62.03
Franklin Elementary School	96.55	96.55	95.10	89.04	88.60
Highlands Elementary School/Odyssey Magnet	82.76	95.4	95.10	89.91	91.23
Horizons Elementary School	91.95	97.7	98.04	96.05	79.39
Houdini Elementary School	93.1	95.08	95.08	95.08	95.08
Huntley Elementary School	88.51	96.55	97.06	96.49	92.98
Janet Berry Elementary School	96.55	90.8	72.55	95.61	91.67
Jefferson Elementary School/Fox River Academy	93.1	96.55	92.16	96.08	89.91
Johnston Elementary School	97.7	97.7	98.04	95.61	89.47
Kaleidoscope Academy	82.72	74.07	83.33	80.59	82.28
Ronald C. Dunlap Elementary School	87.36	89.66	89.22	93.42	88.16
Madison Middle School		79.01	81.25	82.28	83.12
McKinley Elementary School	97.7	93.1	96.08	96.93	92.54
Richmond Elementary School	91.95	95.4	91.18	96.93	95.18
Stephen Foster Elementary Charter School	91.95	97.7	98.04	96.49	94.30
Wilson Middle School/Magellan Magnet School		77.78	81.25	60.34	73.42
District Average Score	**89.23**	**90.29**	**89.44**	**89.30**	**87.34**
Change		**1.07**	**-0.86**	**-1.00**	**-2.09**

Appleton Area School District	School Health Index Score (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary Schools	89.53	92.86	91.49	93.84	90.55
Middle Schools	82.72	74.81	82.29	73.63	75.21
High Schools	76.54	87.16	87.71	85.49	85.02
AASD	88.86	89.41	89.57	89.30	87.34

AASD

AASD Historical SHI Data

School Health Index Category	AASD Category Percentage (%)				
	2018-19	2019-20	2020-21	2021-22	2022-23
School Health and Environment	91.39	90.48	91.90	90.00	90.26
School Health Services	91.39	90.48	74.05	76.67	71.54
Nutrition Environment	89.43	90.80	86.90	90.35	89.68
Health Education	91.58	92.38	92.01	91.51	88.94
PE and Physical Activity	83.19	87.24	84.28	84.97	86.87
Staff Wellness	74.08	80.03	92.86	86.67	86.41
Family Involvement	75.69	80.65	81.80	80.95	79.49
Community Involvement	75.69	80.65	77.38	75.00	76.92
Social and Emotional Climate	N/A	N/A	94.35	93.75	97.76

AASD and WI SHI Category Percentage (%) Historical Data										
School Health Index Category	2018-19		2019-20		2020-21		2021-22		2022-23	
	AASD	STATE	AASD	STATE	AASD	STATE	AASD	STATE	AASD	STATE
School Health and Environment	91.39	73.33	90.48	73.33	91.90	73.33	90.00	76.67	90.26	63.33
School Health Services	91.39	73.33	90.48	73.33	74.05	73.33	76.67	73.33	71.54	60.00
Nutrition Environment	89.43	81.85	90.80	77.38	86.90	82.46	90.35	84.21	89.68	81.58
Health Education	91.58	77.78	92.38	66.67	92.01	87.18	91.51	83.17	88.94	79.01
PE and Physical Activity	83.19	80.36	87.24	75.89	84.28	77.78	84.97	80.07	86.87	74.31
Staff Wellness	74.08	70.37	80.03	62.96	92.86	66.67	86.67	73.33	86.41	60.00
Family Involvement	75.69	66.66	80.65	58.33	81.80	66.67	80.95	73.81	79.49	57.14
Community Involvement	75.69	66.66	80.65	58.33	77.38	50.00	75.00	58.33	76.92	41.67
Social and Emotional Climate					94.35	91.67	93.75	91.67	97.76	89.58

AASD

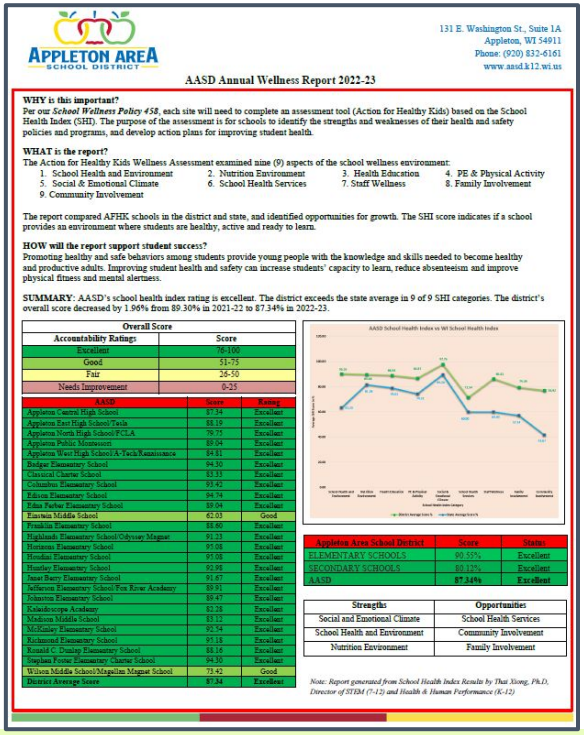
2022-23 WI School Health Award

2023 School Health Award Winners		
Gold	**Silver**	**Bronze**
McKinley Elementary - Appleton	**Huntley Elementary - Appleton**	**Janet Berry Elementary - Appleton**
Edison Elementary - Appleton	**Badger Elementary - Appleton**	**Ronald C. Dunlap Elementary - Appleton**
Foster Elementary - Appleton	**Johnston Elementary - Appleton**	LaFarge School District - LaFarge
Richmond Elementary - Appleton	**Edna Ferber Elementary - Appleton**	Forest Edge Elementary - Fitchburg
Appleton Bilingual School - Appleton	**Houdini Elementary - Appleton**	
Bayview Middle School - Green Bay	**Highlands Elementary – Appleton**	
	Columbus Elementary - Appleton	
	Jefferson Elementary - Appleton	
	Rome Corners Intermediate - Oregon	
	Prairie View Elementary - Oregon	
	Brooklyn Elementary - Brooklyn	

Reporting of Results

Data shared in this PowerPoint was compiled into a single document called [AASD Annual Wellness Report 2022-23](). This document will be shared with:

1) School Wellness Committee
2) Superintendent
3) School Board
4) School Personnel
5) Parents and Students
6) Community Members



APPLETON AREA SCHOOL DISTRICT

131 E. Washington St., Suite 1A
Appleton, WI 54911
Phone: (920) 832-6161
www.aasd.k12.wi.us

AASD Annual Wellness Report 2022-23

WHY is this important?
Per our ***School Wellness Policy 458***, each site will need to complete an assessment tool (Action for Healthy Kids) based on the School Health Index (SHI). The purpose of the assessment is for schools to identify the strengths and weaknesses of their health and safety policies and programs, and develop action plans for improving student health.

WHAT is the report?
The Action for Healthy Kids Wellness Assessment examined nine (9) aspects of the school wellness environment:
1. School Health and Environment
2. Nutrition Environment
3. Health Education
4. PE & Physical Activity
5. Social & Emotional Climate
6. School Health Services
7. Staff Wellness
8. Family Involvement
9. Community Involvement

The report compared AFHK schools in the district and state, and identified opportunities for growth. The SHI score indicates if a school provides an environment where students are healthy, active and ready to learn.

HOW will the report support student success?
Promoting healthy and safe behaviors among students provide young people with the knowledge and skills needed to become healthy and productive adults. Improving student health and safety can increase students' capacity to learn, reduce absenteeism and improve physical fitness and mental alertness.

SUMMARY: AASD's school health index rating is excellent. The district exceeds the state average in 9 of 9 SHI categories. The district's overall score decreased by 1.96% from 89.30% in 2021-22 to 87.34% in 2022-23.

Overall Score	
Accountability Ratings	**Score**
Excellent	76-100
Good	51-75
Fair	26-50
Needs Improvement	0-25

AASD	Score	Rating
Appleton Central High School	91.25	Excellent
Appleton East High School/Tech	88.19	Excellent
Appleton North High School/FCLA	79.75	Excellent
Appleton Public Montessori	89.04	Excellent
Appleton West High School/A-Tech/Renaissance	89.81	Excellent
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Stephen Foster Elementary Charter School	94.30	Excellent
Wilson Middle School/Magellan Magnet School	73.42	Good
District Average Score	87.34	Excellent

AASD School Health Index vs WI School Health Index

Appleton Area School District	Score	Status
ELEMENTARY SCHOOLS	89.55%	Excellent
SECONDARY SCHOOLS	80.12%	Excellent
AASD	**87.34%**	**Excellent**

Strengths	Opportunities
Social and Emotional Climate	School Health Services
School Health and Environment	Community Involvement
Nutrition Environment	Family Involvement

Note: Report generated from School Health Index Results by Thai Xiong, Ph.D, Director of STEM (7-12) and Health & Human Performance (K-12)

Action for Healthy Kids Assessment

Based on the 2022-23 SHI result:

1. What bright spots do you see?
2. What questions do you have?
3. What comments can you offer?
4. What suggestions do you have as potential action steps to improve our scores for 2023-24?
5. Is there an action item that we need to focus on as a group?

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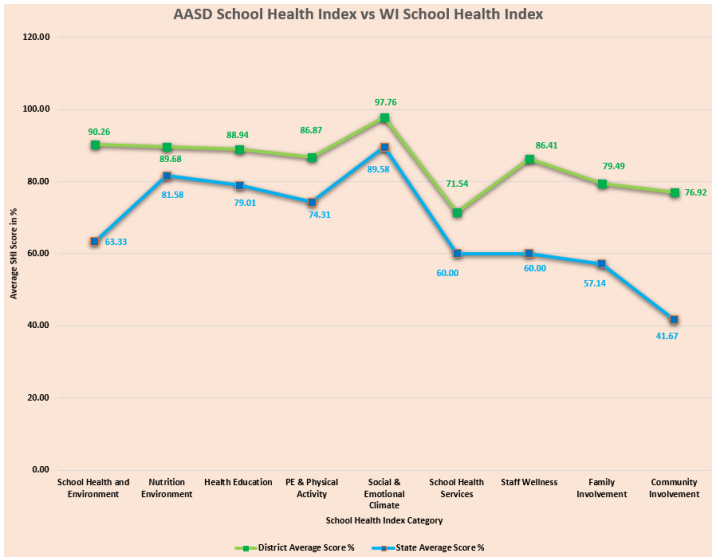

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Nutrition Environment	Family Involvement

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Action for Healthy Kids' School Health Index
Elementary School Version

To complete the School Health Index online, please visit
https://afhkschoolportal.force.com/AFHK_Communities_Login.

School Health and Physical Environment

1. School health oversight

Currently, does someone at your school oversee or coordinate school health programs and activities?

3 = Yes
0 = No

2. Representative school health committee or team

Does your school have a **representative** committee or team that meets at least four times a year and oversees school health and safety **policies** and programs?

3 = Yes.
2 = There is a committee or team that does this, **but** it could be more representative.
1 = There is a committee or team, but it is **not** representative, **or** it meets less often than four times a year.
0 = No.

3. Local wellness policy

Has your school **implemented** the following components of the local education agency's (LEA) or district's local school wellness policy?

- ✓ Specific goals for nutrition education and promotion activities
- ✓ Specific goals for physical activity opportunities
- ✓ Specific goals for other school-based activities that promote student wellness
- ✓ Nutrition standards for all foods and beverages sold on the school campus during the school day that are consistent with Federal regulations for school meals and Smart Snacks in School
- ✓ Standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties or classroom snacks brought by parents)
- ✓ Policies for marketing and advertising of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on the **school campus** during the school day.
- ✓ Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and review and update of the local school wellness policy
- ✓ Identified one or more school district and/or school official(s) who have the authority and responsibility to ensure each school complies with the policy
- ✓ Informed and updated the public (including parents, students, and others in the community) about the local school wellness policy on an annual basis
- ✓ At least once every three years, measure:
    - the extent to which schools are in compliance with the local school wellness policy,
    - the extent to which the local education agency's local wellness policy compares to model local school wellness policies, and
    - the progress made in attaining the goals of the local wellness policy, and made this assessment available to the public.

NOTE: By the start of the 2006-2007 school year, every school district participating in the Federal meal program was required to establish a local school wellness policy for all schools under its jurisdiction. In addition, beginning July 1, 2014, USDA's Smart Snacks in School nutrition standards, required by the Healthy, Hunger-Free Kids Act of 2010, allowed schools to offer healthier snack foods to children, while limiting junk food. (See http://www.fns.usda.gov/sites/default/files/allfoods_flyer.pdf). USDA's Smart Snacks in School nutrition standards are practical, science-based nutrition standards for snack foods and beverages sold to children at school during the school day. The Smart Snacks in School nutrition standards were updated in 2016.Your school health team should review your district's local wellness policy before completing this question.

3 = Yes, our school has implemented **all** of these components.
2 = Our school has implemented **most** of these components.
1 = Our school has implemented a **few** of these components.
0 = No, we have **not** implemented any of these components, **or** our policy does not include any of these components, **or** our district does not have a local wellness policy.

4. School health action plan

Does your school have an action plan that serves as a road map for health and wellness initiatives?

3 = Yes
0 = No

5. Positive school climate

Does your school foster a **positive psychosocial school climate** using all of the following practices?

- ✓ Communicate clear expectations for learning and behavior to students, and share those expectations with families to encourage them to reinforce them at home
- ✓ Foster pro-social behavior by engaging students in activities such as peer tutoring, classroom chores, service learning, and teacher assistance
- ✓ Foster an appreciation of student and family diversity and respect for all families' cultural beliefs and practices
- ✓ Hold school-wide activities that give students opportunities to learn about diverse cultures and experiences
- ✓ Use instructional materials that reflect the diversity of your student body
- ✓ Establish an expectation that **staff members** to greet each student by name
- ✓ Expect staff members to encourage students to ask for help when needed
- ✓ Expect staff members to take timely action to solve problems reported by students or parents
- ✓ Expect staff members to praise positive student behavior to students and their parents

3 = Yes, our school fosters a positive psychosocial school climate by using **all** of these practices.
2 = Our school fosters a positive psychosocial school climate by using **most** of these practices.
1 = Our school fosters a positive psychosocial school climate by using **some** of these practices.
0 = Our school does **not** foster a positive psychosocial school climate by using these practices.

Nutrition Environment and Services

6. All foods sold during the school day meet the USDA's Smart Snacks in School nutrition standards

Do all competitive foods **sold** to students during the school day meet or exceed the USDA's nutrition standards for all foods sold to students (commonly called **Smart Snacks in School**)? This includes a la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows fundraising exemptions and guidance set by their State agency, which also must adhere to the federal **Smart Snacks in School** nutrition standards). See below.

Smart Snacks in School – Nutrition Standards for Foods

Any food sold in schools must:
✓ Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient; or
✓ Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food (e.g., beans, eggs, poultry, meat, nuts, seeds etc.); or
✓ Be a combination food that contains at least ¼ cup of fruit and/or vegetable
 	
Foods must also meet several nutrient requirements:
• Calorie limits:
  ○ Snack items: ≤ 200 calories
  ○ Entrée items: ≤ 350 calories
• Sodium limits:
  ○ Snack items: ≤ 200 mg
  ○ Entrée items: ≤ 480 mg
• Fat limits:
  ○ Total fat: ≤35% of calories
  ○ Saturated fat: < 10% of calories
  ○ Trans fat: zero grams
• Sugar limit:
  ○ ≤ 35% of weight from total sugars in foods

3 = Yes, **all** competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards, **or** we do not sell competitive foods at our school.
2 = **Most** competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.
1 = **Some** competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.
0 = No, **no** competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.

7. All beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards

Do all competitive beverages **sold** to students during the school day meet or exceed the USDA's nutrition standards for all beverages sold to students (commonly called **Smart Snacks in School**)? This includes a la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows fundraising exemptions and guidance set by their State agency, which also must adhere to the federal **Smart Snacks in School** nutrition standards). See below.

Smart Snacks in School – Nutrition Standards for Beverages
All schools may sell: • Plain water (with or without carbonation) • Unflavored low fat milk • Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP • 100% fruit or vegetable juice • 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners *There is no portion size limit for **plain** water.* *Elementary schools may sell up to 8-ounce portions of milk and juice.*

3 = Yes, **all** competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards, **or** we do not sell competitive beverages at our school.
2 = **Most** competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.
1 = **Some** competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.
0 = No, **no** competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.

8. School meal programs

Does your school offer school meal programs (National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program (CACFP) (at-risk meals and snacks), and Summer Food Service Program/Seamless Summer Option) that are fully accessible to all students?

3 = Yes, our school offers at least 3 of the 4 programs.
2 = Our school offers at least 3 of the 4 programs, but they are not fully accessible to all students.
1 = Our school offers 2 programs that are fully accessible to all students.
0 = Our school offers 2 not fully accessible programs, one fully or not fully accessible program, or no school meal programs.

9. School breakfast

Does your school use strategies to maximize participation in the school breakfast program?

3 = Our school offers **universal free breakfast*** after the bell, such as **breakfast in the classroom**, **grab and go to the classroom**, or **second chance breakfast** models.
2 = Our school offers breakfast after the bell, such as **breakfast in the classroom**, **grab and go to the classroom**, or **second chance breakfast** models.
1 = Our school offers a traditional breakfast program served and consumed in the cafeteria.
0 = Our school does not offer a breakfast program.

**Generally, universal free breakfast is ideal for schools with ≥70% of students eligible for free or reduced-price meals but may still be feasible for schools with a lower percentage of eligible students depending on state and local policies and programs. Universal free breakfast refers to any program that offers breakfast to all students free of charge, regardless of their free, reduced or paid lunch status.*

10. Variety of offerings in school meals

Do **school meals** include a variety of offerings that meet the following criteria?

Lunch
- ✓ Go beyond the National School Lunch Program requirements to offer one additional serving per week from any of the 3 vegetable subgroups (dark green, red and orange, dry beans and peas)
- ✓ Offer a different fruit every day of the week during lunch (100% fruit juice can be counted as a fruit only once per week)
- ✓ Offer fresh fruit at least 1 day per week
- ✓ Offer foods that address the cultural practices of the student population
- ✓ Offer an alternative entrée option at least one time per week that is legume-based, reduced-fat dairy or fish-based (including tuna)
- ✓ Offer at least 3 different types of whole grain-rich food items each week

Breakfast
- ✓ Offer at least 3 different fruits and vegetables each week (100% fruit juice can be counted as a fruit only once per week)
- ✓ Offer fresh fruit at least 1 day per week

*NOTE: A school meal is a set of foods that meets school meal program regulations. This does not include **<u>à la carte offerings</u>**.*

3 = Yes, meets **six to eight** of these criteria for variety.
2 = Meets **three to five** of these criteria for variety.
1 = Meets **one to two** of these criteria for variety.
0 = Meets none of these criteria for variety.

11. Promote healthy food and beverage choices and school meals using Smarter Lunchroom techniques

Are healthy food and beverage choices promoted through the following techniques?

- ✓ A variety of mixed whole fruits are displayed in nice bowls or baskets (instead of stainless-steel pans)
- ✓ Fruit is offered in at least two locations on all service lines, one of which is right before each point of sale (POS)
- ✓ Vegetables are offered on all serving lines
- ✓ At least one vegetable is identified as the featured vegetable-of-the-day and is labeled with a creative, descriptive name at the point of selection
- ✓ Place pre-packed salads or salad bar is available in a high traffic area
- ✓ Label pre-packaged salads or salad bar choices with creative, descriptive names and display next to each choice
- ✓ Self-serve salad bar tongs, scoops, and containers are larger for vegetables and smaller for croutons, dressing, and other non-produce items.
- ✓ White milk is displayed in front of other beverages in all coolers
- ✓ 1% or non-fat white milk is identified as the featured milk and is labeled with a creative, descriptive name
- ✓ Cafeteria staff politely prompt students who do not have a full reimbursable meal to select a fruit or vegetable
- ✓ Signs show students how to make a reimbursable meal on any service line
- ✓ Alternative entrée options (salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
- ✓ Cafeteria staff smile and greet students upon entering the service line and continually throughout meal service
- ✓ Students, teachers, or administrators announce today's menu in daily announcements
- ✓ A monthly menu is posted in the main office
- ✓ Information about the benefits of school meals is provided to teachers and administration at least annually
- ✓ Brand, name, and decorate the lunchroom in a way that reflects the student body.
- ✓ Conduct a taste test of a new entrée at least once a year

3 = Yes, healthy food and beverage choices are promoted through **ten or more** of these techniques.
2 = Healthy food and beverage choices are promoted through **five to nine** of these techniques.
1 = Healthy food and beverage choices are promoted through **one to four** of these techniques.
0 = Healthy food and beverage choices are promoted through **none** of these techniques.

12. Adequate time to eat school meals

Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated?

3 = Yes. (NOTE: If the school does not have a breakfast program, but does provide at least 20 minutes for lunch, you can select 3.)
2 = Have adequate time for breakfast or lunch, but not for both.
1 = No, but there are plans to increase the time.
0 = No.

NOTE: The time that students are allotted for breakfast and/or lunch should be uninterrupted (i.e., designated to eating and not to completing make-up work or other academic assignments).

13. Annual continuing education and training requirements for school nutrition services staff

Do all school nutrition program directors, managers, and staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements?

Topics covered may include, but are not limited to, food safety and Hazard Analysis Critical Control Point (HACCP), nutrition standards updates in school meals, food sensitivities and allergies, purchasing and procurement, meal counting and claiming, customer service or food production techniques.

NOTE: USDA's Professional Standards requirements establish minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. (See https://professionalstandards.fns.usda.gov/content/professional-standards-information)

3 = Yes, **all** food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.
2 = **Most** food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.
1 = **Some** food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.
0 = No, **no** food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.

14. Prohibit using food as reward or punishment

Does your school prohibit giving students food as a reward and withholding food as **punishment**? Is this prohibition consistently followed?

3 = Yes, using food as a reward and withholding food as punishment are prohibited, and both prohibitions are consistently followed.
2 = One of these practices is prohibited, and this prohibition is consistently followed.
1 = One or both of these practices is prohibited, but this prohibition is not consistently followed.
0 = Neither practice is prohibited.

15. Access to free drinking water

Does your school make safe, unflavored, drinking water available throughout the school day at no cost to students?

3 = Yes, students can access water fountains or water filling stations throughout the school day, **and** they are allowed to bring filled containers to class.
2 = Students can access water fountains or water filling stations throughout the school day, but they are **not** allowed to bring filled containers to class.
1 = Students have **limited** access to water fountains or water filling stations throughout the school day.
0 = No, students do **not** have access to free, safe, unflavored, drinking water.

16. All foods and beverages served and offered during the school day meet the USDA's Smart Snacks in School nutrition standards

Do all foods and beverages **served and offered** to students during the school day meet or exceed the USDA's **Smart Snacks in School** nutrition standards? This includes snacks that are not part of a federally reimbursed child nutrition program, birthday parties, holiday parties and school-wide celebrations.

Smart Snacks in School – Nutrition Standards for Foods

Any food sold in schools must:
✓ Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient; or
✓ Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food (e.g., beans, eggs, poultry, meat, nuts, seeds etc.); or
✓ Be a combination food that contains at least ¼ cup of fruit and/or vegetable
 	
Foods must also meet several nutrient requirements:
• Calorie limits:
  ○ Snack items: ≤ 200 calories
  ○ Entrée items: ≤ 350 calories
• Sodium limits:
  ○ Snack items: ≤ 200 mg
  ○ Entrée items: ≤ 480 mg
• Fat limits:
  ○ Total fat: ≤35% of calories
  ○ Saturated fat: < 10% of calories
  ○ Trans fat: zero grams
• Sugar limit:
  ○ ≤ 35% of weight from total sugars in foods

Smart Snacks in School – Nutrition Standards for Beverages
All schools may sell: • Plain water (with or without carbonation) • Unflavored low fat milk • Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP • 100% fruit or vegetable juice • 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners *There is no portion size limit for **plain** water.* *Elementary schools may sell up to 8-ounce portions of milk and juice.*

3= Yes, **all** foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards, **or** we do not serve or offer additional foods or beverages at our school.
2= **Most** foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.
1= **Some** foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.
0= No, **no** foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.

17. All food and beverages served and offered during the extended school day meet the USDA's Smart Snacks in School nutrition standards.

Do all foods and beverages **served and offered** to students during the **extended school day** meet or exceed the USDA's **Smart Snacks in School** nutrition standards? This includes snacks and meals served in the extended school day that are **not** part of a federally reimbursed child nutrition program (e.g., CACFP, NSLP Afterschool Snack

Program), birthday parties, holiday parties and school-wide celebrations.

3= Yes, **all** foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards, or we do not serve or offer additional foods or beverages at our school.
2= **Most** foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.
1= **Some** foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.
0= No, **no** foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.

18. All foods and beverages sold during the extended school day meet the USDA's Smart Snacks in School nutrition standards.

Do all foods and beverages **sold** to students during the **extended school day** meet or exceed the USDA's **Smart Snacks in School** nutrition standards? This includes vending machines, school stores and snack or food carts.

3= Yes, all foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards, or we do not sell foods and beverages during the extended school day at our school.
2= Most foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.
1= Some foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.
0= No, no foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.

19. Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in School nutrition standards

Do fundraising efforts during and **outside school hours** sell only non-food items or only foods and beverages that meet or exceed the USDA's **Smart Snacks in School** nutrition standards? This may include, but is not limited to, donation nights; cookie dough, candy and pizza sales; and market days.

Smart Snacks in School – Nutrition Standards for Foods

Any food sold in schools must:
✓ Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient; or
✓ Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food (e.g., beans, eggs, poultry, meat, nuts, seeds etc.); or
✓ Be a combination food that contains at least ¼ cup of fruit and/or vegetable
 	
Foods must also meet several nutrient requirements:
• Calorie limits:
  ○ Snack items: ≤ 200 calories
  ○ Entrée items: ≤ 350 calories
• Sodium limits:
  ○ Snack items: ≤ 200 mg
  ○ Entrée items: ≤ 480 mg
• Fat limits:
  ○ Total fat: ≤35% of calories
  ○ Saturated fat: < 10% of calories
  ○ Trans fat: zero grams
• Sugar limit:

○ ≤ 35% of weight from total sugars in foods

Smart Snacks in School – Nutrition Standards for Beverages
All schools may sell: • Plain water (with or without carbonation) • Unflavored low fat milk • Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP • 100% fruit or vegetable juice • 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners *There is no portion size limit for **plain** water.* *Elementary schools may sell up to 8-ounce portions of milk and juice.*

3 = Yes, **all** fundraising efforts sell only non-food items, or **all** foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.
2 = **Most** fundraising efforts sell only non-food items, or **most** foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.
1 = **Some** fundraising efforts sell only non-food items, or **some** foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.
0 = No, **no** fundraising efforts sell only non-food items, or **no** foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.

20. Food and beverage marketing

Does your school limit food and beverage marketing (e.g., contests or coupons) on **school campus** to foods and beverages that meet or exceed the USDA's **Smart Snacks in School** nutrition standards?

This may include, but is not limited to, marketing and branding in cafeterias, hallways, common spaces, classrooms, staff lounges or school stores; and on snack or food carts, vending machine exteriors, display racks, food or beverage cups or containers, coolers, athletic equipment and sports bags. Examples may include, but are not limited to, in-school media, signs, posters and stickers.

Smart Snacks in School – Nutrition Standards for Foods
Any food sold in schools must: ✓ Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient; or ✓ Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food (e.g., beans, eggs, poultry, meat, nuts, seeds etc.); or ✓ Be a combination food that contains at least ¼ cup of fruit and/or vegetable **Foods must also meet several nutrient requirements:** • Calorie limits: ○ Snack items: ≤ 200 calories ○ Entrée items: ≤ 350 calories • Sodium limits: ○ Snack items: ≤ 200 mg ○ Entrée items: ≤ 480 mg • Fat limits: ○ Total fat: ≤35% of calories ○ Saturated fat: < 10% of calories ○ Trans fat: zero grams • Sugar limit:

○ ≤ 35% of weight from total sugars in foods

Smart Snacks in School – Nutrition Standards for Beverages
All schools may sell: • Plain water (with or without carbonation) • Unflavored low fat milk • Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP • 100% fruit or vegetable juice • 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners *There is no portion size limit for **plain** water.* *Elementary schools may sell up to 8-ounce portions of milk and juice.*

3 = Yes, **only** foods and beverages that meet or exceed the USDA's Smart Snacks in School nutrition standards are advertised or promoted, **or** no foods and beverages are advertised or promoted on school campus.
2 = **Most** foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School nutrition standards.
1 = **Some** foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School nutrition standards.
0 = No, **no** foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School nutrition standards.

21. Venues outside the cafeteria offer fruits and vegetables

Do **venues outside the cafeteria** (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts) where food is available offer fruits and non-fried vegetables?

3 = Yes, **most or all** venues outside the cafeteria do.
2 = **About half** of the venues do.
1 = **Fewer than half** of the venues do.
0 = **None** of the venues do.

22. Engaging families in nutrition education and school meals

Does your school do any of the following activities to engage families in nutrition education and school meal programs?

- ✓ Provide families with information about healthy eating and school meal programs.
- ✓ Involve families as school volunteers in nutrition education activities and/or school meal programs.
- ✓ Provide evening or weekend opportunities for students and families to be engaged in nutrition activities.
- ✓ Provide families with information about food access programs available in the community.

3 = Four of these activities.
2 = Three of these activities.
1 = One or two of these activities
0 = None of these activities

23. Nutrition Education Curriculum Implementation

Does your school implement a culturally relevant, age appropriate, evidence-based nutrition education curriculum?

3 = Yes, in all grades
2 = Yes, in half the grades
1 = Yes, in one grade only
0 = No

24. Farm to School activities

Is your school implementing any Farm to School activities?

- ✓ Local and/or regional products are incorporated into the school meal programs
- ✓ Messages about agriculture and nutrition are reinforced throughout the learning environment
- ✓ School hosts a school fruit or vegetable garden
- ✓ School hosts field trips to local farms
- ✓ School utilizes promotions or special events, such as tastings, that highlight the local/regional products
- ✓ School hosts a farmer's market (student and parent involvement)
- ✓ Menu states local product(s) being served
- ✓ Local farmers/producers participate in career day activities

3 = Yes, our school is implementing **four to five** of these activities.
2 = Our school is implementing **two to three** of these activities.
1 = Our school is implementing **one** of these activities.
0 = No, our school is **not implementing any** of these activities.

Health Education

25. Health education taught in all grades

Do students receive health education* instruction in all grades?

3 = Yes, in **all** grades.
2 = In **most** grades.
1 = In **some** grades.
0 = In **no** grades.

NOTE: Health education, including nutrition education.

26. Sequential health education curriculum consistent with standards

Do all teachers of health education use age-appropriate health education curriculum materials that are **sequential** and **consistent** with state or national standards for health education (see standards box) and the district's requirements for health education?

NOTE: Consider using CDC's *Health Education Curriculum Analysis Tool* (HECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.

3 = Yes.
2 = **Some** teachers use a sequential health education curriculum, **and** it is consistent with state or national standards and district requirements.
1 = **Some** teachers use a sequential health education curriculum, **but** it is not consistent with state or national standards or district requirements.

0 = None do, **or** the curriculum is not sequential, **or** there is no health education curriculum.

National Health Education Standards
✓ Students will comprehend concepts related to health promotion and disease prevention to enhance health. ✓ Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. ✓ Students will demonstrate the ability to access valid information and products and services to enhance health. ✓ Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. ✓ Students will demonstrate the ability to use decision-making skills to enhance health. ✓ Students will demonstrate the ability to use goal-setting skills to enhance health. ✓ Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. ✓ Students will demonstrate the ability to advocate for personal, family, and community health.
Joint Committee on National Health Education Standards. *National health education standards: achieving excellence*, 2nd edition. 2007.

27. Culturally appropriate activities and examples

Do all teachers of health education use a variety of culturally appropriate activities and examples that reflect the diversity among students and within the community?

3 = Yes, **all** do.
2 = **Most** do.
1 = **Some** do.
0 = **None** do, **or** no one teaches health education.

28. Professional development in health education

Do all teachers of health education participate at least once a year in **professional development** in health education?

3 = Yes, **all** do.
2 = **Most** do.
1 = **Some** do.
0 = **None** do, **or** no one teaches health education.

29. Essential topics on physical activity

Does your health education curriculum address all of these topics on physical activity?

- ✓ The physical, psychological, or social benefits of physical activity
- ✓ How physical activity can contribute to a healthy weight
- ✓ How physical activity can contribute to the academic learning process
- ✓ How an inactive lifestyle contributes to chronic disease
- ✓ Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- ✓ Differences between physical activity, exercise, and fitness
- ✓ Phases of an exercise session, that is, warm up, workout, and cool down
- ✓ Overcoming barriers to physical activity
- ✓ Decreasing sedentary activities, such as TV watching
- ✓ Opportunities for physical activity in the community

- ✓ Preventing injury during physical activity
- ✓ Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while physically active
- ✓ Social influences on physical activity, including media, family, peers, and culture
- ✓ How to find valid information or services related to physical activity and fitness
- ✓ How to take steps to achieve the personal goal to be physically active
- ✓ How to influence, support, or advocate for others to engage in physical activity
- ✓ How to resist peer pressure that discourages physical activity

NOTE: Consider using CDC's Health Education Curriculum Analysis Tool (HECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.

3 = Yes, addresses **all** of these topics.
2 = Addresses **most** of these topics.
1 = Addresses **some** of these topics.
0 = Addresses **one or none** of these topics, **or** there is no health education curriculum.

30. Essential topics on healthy eating

Does your health education curriculum address all of these essential topics on healthy eating?

- ✓ The relationship between healthy eating and personal health and disease prevention
- ✓ Food guidance from MyPlate
- ✓ Reading and using food labels
- ✓ Eating a variety of foods every day
- ✓ Balancing food intake and physical activity
- ✓ Eating more fruits, vegetables and whole grain products
- ✓ Choosing foods that are low in saturated fat and cholesterol and do not contain trans fat
- ✓ Choosing foods and beverages with little added sugars
- ✓ Eating more calcium-rich foods
- ✓ Preparing healthy meals and snacks
- ✓ Risks of unhealthy weight control practices
- ✓ Accepting body size differences
- ✓ Food safety
- ✓ Importance of water consumption
- ✓ Importance of eating breakfast
- ✓ Making healthy choices when eating at restaurants
- ✓ Social influences on healthy eating, including media, family, peers, and culture
- ✓ How to find valid information or services related to nutrition and dietary behavior
- ✓ How to take steps to achieve the personal goal to eat healthfully
- ✓ Resisting peer pressure related to unhealthy dietary behavior
- ✓ Influencing, supporting, or advocating for others' healthy dietary behavior

NOTE: Consider using CDC's Health Education Curriculum Analysis Tool (HECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.

3 = Yes, addresses **all** of these topics.
2 = Addresses **most** of these topics.

1 = Addresses **some** of these topics.
0 = Addresses **one or none** of these topics, **or** there is no health education curriculum.

31. Opportunities to practice skills

Do all teachers of health education provide opportunities for students to practice or rehearse the **skills needed to maintain and improve their health**?

3 = Yes, **all** do.
2 = **Most** do.
1 = **Some** do.
0 = **None** do, **or** no one teaches health education.

32. Assignments encourage student interaction with family and community

Do all teachers of health education use assignments or projects that encourage students to have **interactions with family members and community organizations**?

3 = Yes, **all** do.
2 = **Most** do.
1 = **Some** do.
0 = **None** do, **or** no one teaches health education.

Physical Education and Physical Activity

33. 150 minutes of physical education per week

Do all students in each grade receive **physical education** for at least 150 minutes per week throughout the school year?

NOTE: Physical education classes should be spread over at least three days per week, with daily physical education preferable.

3 = Yes.
2 = **90-149 minutes** per week for all students in each grade throughout the school year.
1 = **60-89 minutes** per week for all students in each grade throughout the school year.
0 = **Fewer than 60** minutes per week **or** not all students receive physical education throughout the school year.

***34.* Sequential physical education curriculum consistent with standards**

Do all teachers of **physical education** use an age-appropriate, **sequential** physical education curriculum that is **consistent** with national or state standards for physical education (see national standards below) and the district's requirements for physical education?

NOTE: Consider using CDC's Physical Education Curriculum Analysis Tool (PECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written physical education curriculum. PECAT results can help districts and schools enhance, develop, or select appropriate and effective physical education curricula for delivering high-quality physical education in schools. The PECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.

3 **=** Yes.

2 = **Some** use a sequential physical education curriculum, **and** it is consistent with state or national standards and the district's requirements for physical education
1 = **Some** use a sequential physical education curriculum, **but** it is not consistent with state or national standards or the district's requirements for physical education.
0 = **None** do, **or** the curriculum is not sequential, **or** there is no physical education curriculum.

National Standards for Physical Education

A physically literate individual:
1. Demonstrates competency in a variety of motor skills and movement patterns.
2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibits responsible personal and social behavior that respects self and others.
5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

National Standards & Grade-Level Outcomes for K-12 Physical Education (SHAPE America & Human Kinetics, 2014)

35. Students active at least 50% of class time

Do teachers keep students **moderately to vigorously active** for **at least 50% of the time** during most or all **physical education** class sessions?

3 = Yes, during **most or all** classes.
2 = During **about half** the classes.
1 = During **fewer than half** the classes.
0 = During **none** of the classes, **or** there are no physical education classes.

36. Health-related physical fitness

Does the **physical education** program **integrate the components of the Presidential Youth Fitness Program** (PYFP)**?**

- ✓ Fitness assessment using Fitnessgram®
- ✓ Professional development for physical education teachers on proper use and integration of fitness education, fitness assessment, and recognition.
- ✓ Recognition of students meeting Healthy Fitness Zones or their physical activity goals.

3 = Yes, all 3 components of the PYFP are integrated.
2 = 2 of the PYFP components are integrated.
1 = 1 of the PYFP components is integrated.
0 = **None** of the PYFP components are integrated.

37. Licensed physical education teachers

Are all **physical education** classes taught by licensed teachers who are **certified or endorsed** to teach physical education?

3 = Yes, **all** are.
2 = **Most** classes are.
1 = **Some** classes are.
0 = **No** classes are, **or** there are no physical education classes.

38. Address special health care needs

Does the **physical education** program consistently use all or most of the following practices as appropriate to include students with **special health care needs**?

- ✓ Encouraging active participation; modifying type, intensity, and length of activity if indicated in Individualized Education Plans, chronic health condition action plans, or **504 plans**
- ✓ Offering adapted physical education classes
- ✓ Making necessary accommodations for students with special health care needs for participation in recess (e.g., game modifications)
- ✓ Using modified equipment and facilities
- ✓ Ensuring that students with **chronic health conditions** are fully participating in physical activity as appropriate and when able
- ✓ Monitoring signs and symptoms of chronic health conditions
- ✓ Encouraging students to carry and self-administer their medications (including pre-medicating and/or responding to chronic health condition symptoms) in the gym and on playing fields; assisting students who do not self-carry
- ✓ Encouraging students to actively engage in self-monitoring (i.e., using a peak flow meter, recognizing triggers) in the gym and on playing fields (if the parent/guardian, health care provider, and school nurse so advise)
- ✓ Using a second teacher, aide, physical therapist, or occupational therapist to assist students, as needed
- ✓ Using peer teaching (e.g., teaming students without special health care needs with students who have such needs)

3 = Yes, the physical education program uses **all or most** of these instructional practices consistently.
2 = The physical education program uses **some** of these instructional practices consistently.
1 = The physical education program uses **some** of these instructional practices, **but** not consistently (that is, not by all teachers or not in all classes that include students with special health care needs).
0 = The program uses **none** of these practices, **or** there is no physical education program.

39. Professional development for physical education teachers

Are teachers of physical **education** required to participate at least once a year in **professional development** in physical education?

3 = Yes, **all** do.
2 = **Most** do.
1 = **Some** do.
0 = **None** do, **or** no one teaches physical education.

40. Recess

Are students provided at least 20 minutes of **recess** during each school day? Do teachers or recess monitors encourage students to be active?

*NOTE: Recess should complement **physical education** class, not substitute for it.*

3 = Yes, recess is provided for at least 20 minutes each day, **and** teachers or recess monitors encourage students to be active.
2 = Recess is provided for at least 20 minutes each day, **but** teachers or recess monitors do not encourage students to be active.
1 = Recess is provided each day but for less than 20 minutes, **or** it is provided on some days but not on all days.
0 = Recess is **not** provided on any day.

41. Prohibit using physical activity as punishment

Does your school prohibit using physical activity and withholding **physical education** class as **punishment**? Is this prohibition consistently followed?

*NOTE: Please do not consider issues related to participation in **interscholastic sports** programs when answering this question.*

3 = Yes, using physical activity as punishment and withholding physical education class as punishment are prohibited, and both prohibitions are consistently followed.
2 = One of these practices is prohibited, and this prohibition is consistently followed.
1 = One or both of these practices is prohibited, but this prohibition is not consistently followed.
0 = Neither practice is prohibited.

42. Prohibit withholding recess as punishment

Does your school prohibit withholding recess as punishment? Is this prohibition consistently followed?

3 = Yes, prohibit withholding recess as punishment is a written policy and this prohibition is consistently followed.
2 = Yes, prohibit withholding recess as punishment is discouraged and this prohibition is consistently followed.
1 = Yes, prohibit withholding recess as punishment is discouraged and this prohibition is not consistently followed.
0 = This practice is not prohibited.

43. Professional development for classroom teachers

Are classroom teachers required to participate at least once a year in **professional development** on promoting and integrating physical activity in the classroom?

3 = Yes, **all** do.
2 = **Most** do.
1 = **Some** do.
0 = **None** do, **or** professional development on physical activity is not available to classroom teachers.

44. Promotion or support of walking and bicycling to and/or from school

Does your school promote or support walking and bicycling to and/or from school in the following ways?

- ✓ Designation of safe or preferred routes to school
- ✓ Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- ✓ Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- ✓ Instruction on walking/bicycling safety provided to students
- ✓ Promotion of safe routes program to students, staff and parents via newsletters, websites, local newspaper
- ✓ Crossing guards
- ✓ Crosswalks on streets leading to schools
- ✓ Walking school buses

- ✓ Documentation of number of children walking and or biking to and from school
- ✓ Creation and distribution of maps of school environment (sidewalks, crosswalks, roads, pathways, bike racks, etc.)

3 = Yes, our school promotes or supports walking and bicycling to school in **six or more** of these ways.
2 = Our school promotes or supports walking and bicycling to school in **three to five** of these ways.
1 = Our school promotes or supports walking and bicycling to school in **one to two** of these ways.
0 = Our school does **not** promote or support walking and bicycling to school.

45. **Availability of before- and after-school physical activity opportunities**

Does your school offer opportunities for all students to participate in physical activity before and after school, through organized physical activities (such as physical activity clubs, intramural sports, before school physical activity)?

3 = Yes, **both** before and after school.
2 = We offer before school **or** after school, but not both.
1 = We do not offer opportunities for students to participate in physical activity before or after school, **but** there are plans to initiate it.
0 = No, we do not offer opportunities for students to participate in physical activity before or after school, **and** there are no plans to initiate it.

46. **Availability of physical activity breaks in classrooms**

Are all students provided opportunities to participate in **physical activity breaks in classrooms**, outside of physical education, recess, and class transition periods?

NOTE: Physical activity breaks (e.g., brain breaks, energizers, classroom activity breaks, etc.) are actual breaks that occur in the academic classroom, allowing students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the school day, last from 5–30 minutes, and occur all at one time or several times during the school day.

3 = Yes, on **all** days during a typical school week.
2 = On **most** days during a typical school week.
1 = On **some** days during a typical school week.
0 = No, we **do not** provide students with opportunities to participate in physical activity breaks in classrooms.

47. Family Engagement in Physical Activity

Does your school do any of the following activities to engage families in physical education and physical activity programs?

- ✓ Provide families with information about physical education and physical activity programs.
- ✓ Involve families as school volunteers in physical education or physical activity programs.
- ✓ Provide evening or weekend opportunities for students and families to be physically active together.
- ✓ Provide families with information about before- or after-school physical activity programs available in the community.

3 = **Four** of these activities.
2 = **Three** of these activities.
1 = **One or two** of these activities
0= **None** of these activities

48. Access to physical activity facilities outside school hours

Are indoor and outdoor physical activity facilities open to students, their families, and the community outside school hours?

NOTE: Making facilities open and available to students, their families, and the community outside of school hours can be conducted as a regular practice or through a formal, written joint or shared use agreement. A joint use or shared use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities.

3 = Yes, **both** indoor and outdoor facilities are available outside of school hours.
2 = Indoor or outdoor facilities, **but** not both, are available outside of school hours.
1 = Indoor or outdoor facilities are available, **but** the hours of availability are very limited.
0 = No, **neither** indoor nor outdoor facilities are available.

49. Promote community physical activities

Does the physical education program use three or more of the following methods to promote student participation in a variety of community physical activity options?

- ✓ Class discussions
- ✓ Bulletin boards
- ✓ Public address announcements
- ✓ Guest speakers who promote community programs
- ✓ Take-home flyers
- ✓ Homework assignments
- ✓ Newsletter articles
- ✓ Academic credit for participating in community physical activities and programs

3 = Yes, through **three or more** methods.
2 = The program promotes participation in a variety of community physical activity options, but through **only one or two** methods.
1 = The program promotes participation in **only one** type of community physical activity option.
0 = The program does not promote participation in community physical activity options, **or** there is no physical education program.

Social and Emotional Climate

50. Fostering positive and nurturing relationships

Does your school take steps to foster positive, nurturing relationships between students and employees in each of the following ways?

- ✓ Encourage school staff to intentionally build individualized relationships with each student by developing classrooms as safe and supportive spaces for students that promote mutual respect and offer opportunities for mentoring, student voice, self-exploration, etc.
- ✓ Promote active staff participation in holding students accountable to standards that are both challenging and achievable by implementing practices that encourage engaging with families/caregivers around students' successes and challenges, supporting individual learning styles, and acknowledging/ celebrating students' individual successes.
- ✓ Provide opportunities for staff to socialize and engage with students outside of the classroom or learning time (e.g. classroom breaks, lunch, recess, after school)

3= Yes, in **all three** ways.
2= In **two** ways.

1= In **one** way.
0= In **none** of these ways.

51. Positive student relationships

Does your school take steps to foster peer relationships among students in each of the following ways?

- ✓ Allow students time to socialize and engage with one another outside of classroom or learning time (e.g., before/after school programming, lunch, recess)
- ✓ Incorporate structured time for socialization during the school day (e.g., classroom breaks or group activities)
- ✓ Refrain from enforcing silent lunch

3= Yes, in **all three** ways.
2= In **two** ways.
1= In **one** way.
0= In **none** of these ways.

52. Professional development on meeting diverse needs of students

Have all teachers received professional development on meeting the diverse cognitive, emotional, and social needs of children and adolescents in the past two years?

3 = Yes, **all** teachers have received professional development on practices to meet the diverse needs of children and adolescents.
2 = **Most** teachers have received professional development on practices to meet the diverse needs of children and adolescents.
1 = **Some** teachers have received professional development on practices to meet the diverse needs of children and adolescents.
0 = **No** teachers have received professional development on practices to meet the diverse needs of children and adolescents.

53. Collaboration to promote social and emotional learning

Do teachers at your school collaborate with counseling and psychological services staff to promote social and emotional learning (e.g., providing information to students on developing self-awareness, managing emotions, or maintaining interpersonal relationships, referring students for support services) for students?

3 = Yes, teachers **often** collaborate with counseling and psychological services staff to promote social and emotional learning for students.
2 = Teachers **sometimes** collaborate with counseling and psychological services staff to promote social and emotional learning for students.
1 = Teachers **rarely** collaborate with counseling and psychological services staff to promote social and emotional learning for students.
0 = No, teachers **do not** collaborate with the counseling and psychological services staff to promote social and emotional learning for students.

54. School-wide social and emotional learning

Does your school implement social and emotional learning programs for all students?

3= Yes, our school implements socioemotional learning programs for **all students**.
2= Our school implements socioemotional learning programs for **most students**.
1= Our school implements socioemotional learning programs for **some students**.

0= No, our school **does not implement** socioemotional learning programs for students.

NOTE: Social and emotional learning programs focus on five core competencies, including self-awareness, self-management, social awareness, relationship skills and responsible decision making.

55. Prevent harassment and bullying

Has the school established a climate, in each of the following ways that prevents harassment and bullying?

- ✓ Staff members, students and parents are informed through a variety of mechanisms of policies defining harassment and bullying and explaining the consequences of such behaviors
- ✓ Disciplinary policies are fairly and consistently implemented among all student groups
- ✓ Staff members and students treat each other with respect and courtesy
- ✓ Fair play and nonviolence is emphasized on the playground, on the school bus, and at school events
- ✓ Students are encouraged to report harassment or bullying, including through anonymous reporting methods
- ✓ Support is provided for victims of harassment or bullying

3 = Yes, in each of these **six** ways.
2 = In **four or five** of these ways.
1 = In **two or three** of these ways.
0 = In **one or fewer** of these ways.

56. Active supervision

Do staff members actively supervise students, in each of the following ways, everywhere on campus (e.g., classroom, lunchroom, playground, locker room, hallways, bathroom, and school bus)?

- ✓ Observing students and being available to talk to students before, during, and after school
- ✓ Anticipating and effectively responding to unsafe situations
- ✓ Discouraging pushing and bullying
- ✓ Promoting prosocial behaviors, such as cooperation, conflict resolution, and helping others

3 = Yes, in each of these **four** ways.
2 = In **three** of these ways.
1 = In **two** of these ways.
0 = In **one or none** of these ways.

57. Engaging all students

Does your school prioritize efforts to engage all students (i.e., diverse students, including but not limited to racial/ethnic minority youth, LGBTQ youth, youth with disabilities, youth with chronic conditions, homeless youth, etc.) in extracurricular school activities to foster student sense of belonging in the following ways?

- ✓ Plan activities and events that intentionally include all members of the student body
- ✓ Provide space and time for students with similar interests to interact
- ✓ Include representations of youth from diverse backgrounds in school posters and/or advertisements
- ✓ Take measures to protect the emotional and physical safety of all students

3 = Yes, in each of these **four** ways.
2 = In **three** of these ways.
1 = In **two** of these ways.
0 = In **one or none** of these ways.

School Health Services

58. Collaboration between school nutrition services staff members and teachers

Do school nutrition services staff members use three or more of the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?

- ✓ Participate in design and implementation of nutrition education programs
- ✓ Display educational and informational materials that reinforce classroom lessons
- ✓ Provide food for use in classroom nutrition education lessons
- ✓ Provide ideas for classroom nutrition education lessons
- ✓ Teach lessons or give presentations to students
- ✓ Tasting party in collaboration with classroom teacher
- ✓ Presentation on nutrition and food services to PTA/PTSA/PTO
- ✓ Sports nutrition – collaboration with coaches
- ✓ Classroom tour of cafeteria or meet and greet with School Nutrition staff

3 = Yes, use **three or more** methods.
2 = Use **two** of these methods.
1 = Use **one** of these methods.
0 = Use **none** of these methods.

59. Health services provided by a full-time school nurse

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

NOTE: More nurses are recommended if students have extensive nursing needs.

3 = Yes, we have a registered school nurse present all day every day
2 = We have a registered school nurse present **most** of the time each week.
1 = We have a registered school nurse present **some** of the time each week, **or** we have an LPN or UAP (supervised by a school nurse) who is present at least **some** of the time each week.
0 = No, we do **not** have a registered school nurse, LPN, or UAP present in our school, **or** we have an **unsupervised** LPN or UAP in our school.

60. School nurse collaborates with other school staff members

Does the school nurse or other **health services provider** collaborate with other school **staff members** to promote student health and safety in at least six of the following ways?

- ✓ Developing plans to address student health problems (e.g., individual health care plans, individual education plans, 504 plans, school team plans)
- ✓ Providing professional development
- ✓ Developing health-related policy
- ✓ Consulting with teachers/health educators to identify, revise or develop health-related curricula or units/lessons
- ✓ Developing and implementing school-wide and classroom activities
- ✓ Developing School Improvement Plans
- ✓ Establishing communication systems with other school staff

3 = Yes, there is collaboration in **at least six** of these ways.
2 = There is collaboration in **three to five** of these ways.

1 = There is collaboration in **one or two** of these ways.
0 = No, there is **no** collaboration, **or** the school does not have a school nurse or other health services provider.

61. Counseling, psychological, and social services provided by a full-time counselor, social worker, and psychologist

Does your school have access to a **full-time** counselor, social worker, or psychologist for providing **counseling, psychological, and social services**? Is an adequate number of these staff members provided based on the following recommended ratios?

- ✓ One counselor for every 250 students
- ✓ One social worker for every 400 students
- ✓ One psychologist for every 1,000 students

3 = Yes, we have a full-time counselor, social worker, and psychologist, **and** the recommended ratios are present.
2 = We have a full-time counselor, social worker, and psychologist, but **fewer** than the recommended ratios.
1 = We have a full-time counselor, social worker **or** psychologist, **but** not all three.
0 = No, we do **not** have even one full-time counselor, social work or psychologist.

62. School counselor collaborates with other school staff members

Does the **counseling, psychological, or social services** provider collaborate with other school **staff members** to promote student health and safety in at least six of the following ways?

- ✓ Developing plans to address student health problems (e.g., individual health care plans, individual education plans, 504 plans, school team plans)
- ✓ Providing professional development on managing student health and safety concerns, a component of which educates staff on the impact of Adverse Childhood Experiences (ACEs) and the principles of a trauma-informed school
- ✓ Developing policy
- ✓ Identifying, revising or developing curricula or units/lessons
- ✓ Developing and implementing school-wide and classroom activities
- ✓ Developing School Improvement Plans
- ✓ Establishing communication systems with other school staff

3 = Yes, there is collaboration in **at least six** of these ways.
2 = There is collaboration in **three to five** of these ways.
1 = There is collaboration in **one or two** of these ways.
0 = No, there is **no** collaboration, or the school does **not** have a counseling, psychological, or social services provider.

Staff Wellness

63. Programs for staff members on physical activity/fitness

Does the school or district **offer staff members** accessible and free or low-cost **physical activity/fitness programs**?

3 = Yes.
2 = Offers physical activity/fitness programs, but **some** staff members find them inaccessible or expensive.
1 = Offers physical activity/fitness programs, but **many** staff members find them inaccessible or expensive.
0= Does **not** offer physical activity/fitness programs.

64. Programs for staff members on healthy eating/weight management

Does the school or district **offer staff members** healthy eating/weight management programs that are accessible and free or low-cost?

3 = Yes.
2 = Offers healthy eating/weight management programs, but **some** staff members find them inaccessible or expensive.
1 = Offers healthy eating/weight management programs, but **many** staff members find them inaccessible or expensive.
0 = Does **not** offer healthy eating/weight management programs.

65. All foods served and sold to staff meet the USDA's Smart Snacks in School nutrition standards

Do food and beverages served and sold at staff meetings, school-sponsored staff events, and in the staff lounge meet USDA **Smart Snacks in School** nutrition standards?

Smart Snacks in School – Nutrition Standards for Foods

Any food sold in schools must:
• Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient; or
• Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
Be a combination food that contains at least ¼ cup of fruit and/or vegetable
Foods must also meet several nutrient requirements:
• Calorie limits:
  ○ Snack items: ≤ 200 calories
  ○ Entrée items: ≤ 350 calories
• Sodium limits:
  ○ Snack items: ≤ 200 mg
  ○ Entrée items: ≤ 480 mg
• Fat limits:
  ○ Total fat: ≤35% of calories
  ○ Saturated fat: < 10% of calories
  ○ Trans fat: zero grams
• Sugar limit:
  ○ ≤ 35% of weight from total sugars in foods

Smart Snacks in School – Nutrition Standards for Beverages
All schools may sell: • Plain water (with or without carbonation) • Unflavored low fat milk • Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP • 100% fruit or vegetable juice • 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners *There is no portion size limit for **plain** water.* *Elementary schools may sell up to 8-ounce portions of milk and juice.*

3 = Yes, **all foods** and beverages served and sold meet Smart Snacks.
2 = **Most foods** and beverages served and sold meet Smart Snacks.
1 = **Some foods** and beverages served and sold meet Smart Snacks.
0 = No**, no foods** and beverages meet Smart Snacks.

66. Modeling healthy eating and physical activity behaviors

Does your school support staff to model healthy eating and physical activity behaviors?

- ✓ Provide staff with information about the importance of modeling healthy eating behaviors
- ✓ Provide staff with information about the importance of engaging in physical activities with students
- ✓ Encourage staff not to bring in or consume unhealthy foods and beverages in front of students, in classrooms, or areas common to both staff and students
- ✓ Provide staff with examples of healthy foods and beverages to bring in or consume during the regular or extended school day
- ✓ Provide staff with information or strategies on how to incorporate physical activity into classrooms
- ✓ Encourage staff to use non-food items, activities, and opportunities for physical activity to recognize students for their achievements or good behavior

3 = Yes, our school uses **5 or more** of the strategies to support staff to model healthy eating and physical activity behaviors.
2 = Yes, our school uses **3 to 4** of the strategies to support staff to model healthy eating and physical activity behaviors.
1 = Yes, our school uses **1-2** of the strategies to support staff to model healthy eating and physical activity behaviors.
0 = No, our school does not use any strategies to support staff to model healthy eating and physical activity behaviors.

67. Stress management programs for staff

Does your school or district **offer staff members** accessible and free or low-cost stress management programs at least once a year?

3 = Yes, stress management programs are offered, and **all** staff members find them accessible and free or low-cost.
2 = Stress management programs are offered, but **some** staff members find them inaccessible or high-cost.
1 = Stress management programs are offered, but **many** staff members find them inaccessible or high-cost.
0 = Stress management programs are **not** offered at least once a year.

Family Involvement

68. Communication with families

Does your school communicate with all families about school health activities and programs in a **culturally and linguistically appropriate** way, using a variety of **communication methods**?

3 = Yes, **all** families are communicated with in a culturally- and linguistically appropriate way using a variety of communication methods.
2 = **All** families are communicated with using a variety of communication methods, **but** not in a culturally- and linguistically appropriate way.
1 = Our school only uses very **few** methods to communicate about health-related activities or programs.
0 = Our school does **not** communicate with families in these ways, or families receive communications solely about academic subjects **but** not about health-related activities or programs.

69. Family engagement in school decision making

Do families have opportunities to be involved in **school decision making** for health and safety policies and programs?

3 = Yes, families have opportunities to be involved in **all** school decision-making processes for health and safety policies and programs.

2 = Families have opportunities to be involved in **most** school decision-making processes for health and safety policies and programs.
1 = Families have opportunities to be involved in **some** school decision-making processes for health and safety policies and programs.
0 = No, families do **not** have opportunities to be involved in school decision-making processes for health and safety policies and programs.

70. Family volunteers

Does your school or district have a formal process to recruit, train, and involve family members as **volunteers** to support school health and safety programs?

3 = Yes, our school or district has a formal process to recruit, train, and involve family members to support school health and safety programs.
2 = Our school or district has an informal process to recruit, train and involve family members to support school health and safety programs.
1 = Our school or district does **not** recruit or train family members **but** involves family members, when needed, to support school health and safety programs.
0 = No, our school or district does **not** recruit, train, or involve family members to support school health and safety programs.

71. Professional development on family engagement strategies

Have all school staff received **professional development** on **strategies for family engagement** in school health in the past two years?

3 = Yes, **all** school staff have received professional development on strategies for family engagement.
2 = **Most** school staff have received professional development on strategies for family engagement.
1 = **Some** school staff have received professional development on strategies for family engagement.
0 = **No** school staff have received professional development on strategies for family engagement.

72. Student and family involvement in the school meal programs and other foods and beverages sold, served and offered on school campus.

Do students and family members have opportunities to provide both suggestions for **school meals** and other foods and beverages sold, served and offered on **school campus** and feedback on the meal programs and other foods and beverages sold, served and offered on **school campus**?

3 = Yes, **both** students and family members have opportunities to provide suggestions and feedback.
2 = Yes, **both** students and family members have opportunities to provide **either** suggestions for school meals or feedback on the meal program.
1 = **Either** students or family members have opportunities, **but** not both.
0 = **Neither** students nor family members have these opportunities.

73. Family involvement in learning at home

Does your school provide opportunities for family members to reinforce **learning at home**?

3 = Yes, our school provides family members with opportunities to reinforce learning at home.
2 = Our school provides family members with **limited** opportunities to reinforce learning at home.
1 = Our school provides family members with **very limited** opportunities to reinforce learning at home.

0= No, our school does **not** provide family members with these opportunities.

74. School health updates for families

Does your school provide regular updates (e.g., school newsletter, school or district website, parent meetings) to families on issues related to all aspects of student health (i.e., nutrition, physical activity, chronic health condition management, social and emotional wellbeing)?

3= Yes, our school provides regular updates to families on all aspects of student health.
2= Our school provides regular updates to families on most aspects of student health.
1= Our school provides updates to families on some aspects of student health, but the updates are not distributed regularly.
0= No, our school does not provide student health updates for families.

Community Involvement

75. Community involvement in school decision making

Do community members (e.g., community groups, organizations) have opportunities to help with **school decision making** on health and safety policies and programs? (NOTE: Community members include individuals other than school board members)

3 = Yes, community members are actively engaged in **most** school decision-making on health and safety policies and programs.
2 =Community members are actively engaged in **some** school decision-making on health and safety policies and programs.
1 = Community members are offered opportunities to provide input on a few school decisions on health and safety policies and programs, **but** not consistently.
0 = No, community members are **not** engaged in school decision-making processes on health and safety policies and programs.

76. Community involvement in school health initiatives

Does your school partner with local community organizations, businesses, or local hospitals to engage students and their families in health promotion activities?

3 = Yes, our school partners with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities, for **all** school health initiatives.
2 = Our school partners with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities, for **most** school health initiatives.
1 = Our school partners with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities, for **some** school health initiatives.
0 = No, our school does **not** partner with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities for school health initiatives.

Action for Healthy Kids' School Health Index
Middle/High School Version

To complete the School Health Index online, please visit
https://afhkschoolportal.force.com/AFHK_Communities_Login.

School Health and Physical Environment

1. School health oversight

Currently, does someone at your school oversee or coordinate school health programs and activities?

3 = Yes
0 = No

2. Representative school health committee or team

Does your school have a **representative** committee or team that meets at least four times a year and oversees school health and safety **policies** and programs?

3 = Yes.
2 = There is a committee or team that does this, **but** it could be more representative.
1 = There is a committee or team, but it is **not** representative, **or** it meets less often than four times a year.
0 = No.

3. Local wellness policy

Has your school **implemented** the following components of the local education agency's (LEA) or district's local school wellness policy?

- ✓ Specific goals for nutrition education and promotion activities
- ✓ Specific goals for physical activity opportunities
- ✓ Specific goals for other school-based activities that promote student wellness
- ✓ Nutrition standards for all foods and beverages sold on the school campus during the school day that are consistent with Federal regulations for school meals and Smart Snacks in School
- ✓ Standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties or classroom snacks brought by parents)
- ✓ Policies for marketing and advertising of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on the **school campus** during the school day.
- ✓ Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and review and update of the local school wellness policy
- ✓ Identified one or more school district and/or school official(s) who have the authority and responsibility to ensure each school complies with the policy

- ✓ Informed and updated the public (including parents, students, and others in the community) about the local school wellness policy on an annual basis
- ✓ At least once every three years, measure:
  - The extent to which schools are in compliance with the local school wellness policy,
  - The extent to which the local education agency's local wellness policy compares to model local school wellness policies, and
  - The progress made in attaining the goals of the local wellness policy, and made this assessment available to the public.

NOTE: By the start of the 2006-2007 school year, every school district participating in the Federal meal program was required to establish a local school wellness policy for all schools under its jurisdiction. In addition, beginning July 1, 2014, USDA's Smart Snacks in School nutrition standards, required by the Healthy, Hunger-Free Kids Act of 2010, allowed schools to offer healthier snack foods to children, while limiting junk food. (See http://www.fns.usda.gov/sites/default/files/allfoods_flyer.pdf). USDA's Smart Snacks in School nutrition standards are practical, science-based nutrition standards for snack foods and beverages sold to children at school during the school day. The Smart Snacks in School nutrition standards were updated in 2016.Your school health team should review your district's local wellness policy before completing this question.

3 = Yes, our school has implemented **all** of these components.
2 = Our school has implemented **most** of these components.
1 = Our school has implemented a **few** of these components.
0 = No, we have **not** implemented any of these components, **or** our policy does not include any of these components, **or** our district does not have a local wellness policy.

4. School health action plan

Does your school have an action plan that serves as a road map for health and wellness initiatives?

3 = Yes
0 = No

5. Positive school climate

Does your school foster a **positive psychosocial school climate** using all of the following practices?

- ✓ Communicate clear expectations for learning and behavior to students, and share those expectations with families to encourage them to reinforce them at home
- ✓ Foster pro-social behavior by engaging students in activities such as peer tutoring, classroom chores, service learning, and teacher assistance
- ✓ Foster an appreciation of student and family diversity and respect for all families' cultural beliefs and practices
- ✓ Hold school-wide activities that give students opportunities to learn about diverse cultures and experiences
- ✓ Use instructional materials that reflect the diversity of your student body
- ✓ Establish an expectation that **staff members** to greet each student by name
- ✓ Expect staff members to encourage students to ask for help when needed
- ✓ Expect staff members to take timely action to solve problems reported by students or parents

- ✓ Expect staff members to praise positive student behavior to students and their parents

3 = Yes, our school fosters a positive psychosocial school climate by using **all** of these practices.
2 = Our school fosters a positive psychosocial school climate by using **most** of these practices.
1 = Our school fosters a positive psychosocial school climate by using **some** of these practices.
0 = Our school does **not** foster a positive psychosocial school climate by using these practices.

Nutrition Environment and Services

6. All foods sold during the school day meet the USDA's Smart Snacks in School nutrition standards

Do all competitive foods **sold** to students during the school day meet or exceed the USDA's nutrition standards for all foods sold to students (commonly called **Smart Snacks in School**)? This includes a la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows fundraising exemptions and guidance set by their State agency, which also must adhere to the federal **Smart Snacks in School** nutrition standards). See below.

Smart Snacks in School – Nutrition Standards for Foods
Any food sold in schools must: ✓ Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient; or ✓ Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food (e.g., beans, eggs, poultry, meat, nuts, seeds etc.); or ✓ Be a combination food that contains at least ¼ cup of fruit and/or vegetable **Foods must also meet several nutrient requirements:** ✓ Calorie limits: o Snack items: ≤ 200 calories o Entrée items: ≤ 350 calories ✓ Sodium limits: o Snack items: ≤ 200 mg o Entrée items: ≤ 480 mg ✓ Fat limits: o Total fat: ≤35% of calories o Saturated fat: < 10% of calories o Trans fat: zero grams ✓ Sugar limit: o ≤ 35% of weight from total sugars in foods

3 = Yes, **all** competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards, **or** we do not sell competitive foods at our school.
2 = **Most** competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.
1 = **Some** competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.

0 = No, **no** competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.

7. All beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards

Do all competitive beverages **sold** to students during the school day meet or exceed the USDA's nutrition standards for all beverages sold to students (commonly called **Smart Snacks in School**)? This includes a la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows fundraising exemptions and guidance set by their State agency, which also must adhere to the federal **Smart Snacks in School** nutrition standards). See below.

Smart Snacks in School – Nutrition Standards for Beverages
All schools may sell: ✓ Plain water (with or without carbonation) ✓ Unflavored low fat milk ✓ Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP ✓ 100% fruit or vegetable juice ✓ 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners *There is no portion size limit for **plain** water.* *Elementary schools may sell up to 8-ounce portions of milk and juice.*

3 = Yes, **all** competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards, **or** we do not sell competitive beverages at our school.
2 = **Most** competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.
1 = **Some** competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.
0 = No, **no** competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.

8. School meal programs

Does your school offer **school meal programs** (National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program (CACFP) (at-risk meals and snacks), and Summer Food Service Program/Seamless Summer Option) that are **fully accessible** to all students?

3 = Yes, our school offers at least 3 of the 4 programs.
2 = Our school offers at least 3 of the 4 programs, but they are not fully accessible to all students.
1 = Our school offers 2 programs that are fully accessible to all students.
0 = Our school offers 2 not fully accessible programs, one fully or not fully accessible program, or no school meal programs.

9. School breakfast

Does your school use strategies to maximize participation in the school breakfast program?

3 = Our school offers **universal free breakfast*** after the bell, such as **breakfast in the classroom**, **grab and go to the classroom**, or **second chance breakfast** models.
2 = Our school offers breakfast after the bell, such as **breakfast in the classroom**, **grab and go to the classroom**, or **second chance breakfast** models.
1 = Our school offers a traditional breakfast program served and consumed in the cafeteria.
0 = Our school does not offer a breakfast program.

**Generally, universal free breakfast is ideal for schools with ≥70% of students eligible for free or reduced-price meals but may still be feasible for schools with a lower percentage of eligible students depending on state and local policies and programs. Universal free breakfast refers to any program that offers breakfast to all students free of charge, regardless of their free, reduced or paid lunch status.*

10. Variety of offerings in school meals

Do **school meals** include a variety of offerings that meet the following criteria?

Lunch

- ✓ Go beyond the National School Lunch Program requirements to offer one additional serving per week from any of the 3 vegetable subgroups (dark green, red and orange, dry beans and peas)
- ✓ Offer a different fruit every day of the week during lunch (100% fruit juice can be counted as a fruit only once per week)
- ✓ Offer fresh fruit at least 1 day per week
- ✓ Offer foods that address the cultural practices of the student population
- ✓ Offer an alternative entrée option at least one time per week that is legume-based, reduced-fat dairy or fish-based (including tuna)
- ✓ Offer at least 3 different types of whole grain-rich food items each week

Breakfast

- ✓ Offer at least 3 different fruits and vegetables each week (100% fruit juice can be counted as a fruit only once per week)
- ✓ Offer fresh fruit at least 1 day per week

*NOTE: A school meal is a set of foods that meets school meal program regulations. This does not include **à la carte offerings**.*

3 = Yes, meets **six to eight** of these criteria for variety.
2 = Meets **three to five** of these criteria for variety.
1 = Meets **one to two** of these criteria for variety.
0 = Meets **none** of these criteria for variety.

11. **Promote healthy food and beverage choices and school meals using Smarter Lunchroom techniques**

Are healthy food and beverage choices promoted through the following techniques?

- ✓ A variety of mixed whole fruits are displayed in nice bowls or baskets (instead of stainless-steel pans)
- ✓ Fruit is offered in at least two locations on all service lines, one of which is right before each point of sale (POS)
- ✓ Vegetables are offered on all serving lines
- ✓ At least one vegetable is identified as the featured vegetable-of-the-day and is labeled with a creative, descriptive name at the point of selection
- ✓ Place pre-packed salads or salad bar is available in a high traffic area
- ✓ Label pre-packaged salads or salad bar choices with creative, descriptive names and display next to each choice
- ✓ Self-serve salad bar tongs, scoops, and containers are larger for vegetables and smaller for croutons, dressing, and other non-produce items.
- ✓ White milk is displayed in front of other beverages in all coolers
- ✓ 1% or non-fat white milk is identified as the featured milk and is labeled with a creative, descriptive name
- ✓ Cafeteria staff politely prompt students who do not have a full reimbursable meal to select a fruit or vegetable
- ✓ Signs show students how to make a reimbursable meal on any service line
- ✓ Alternative entrée options (salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
- ✓ Cafeteria staff smile and greet students upon entering the service line and continually throughout meal service
- ✓ Students, teachers, or administrators announce today's menu in daily announcements
- ✓ A monthly menu is posted in the main office
- ✓ Information about the benefits of school meals is provided to teachers and administration at least annually
- ✓ Brand, name, and decorate the lunchroom in a way that reflects the student body.
- ✓ Conduct a taste test of a new entrée at least once a year

3 = Yes, healthy food and beverage choices are promoted through **ten or more** of these techniques.
2 = Healthy food and beverage choices are promoted through **five to nine** of these techniques.
1 = Healthy food and beverage choices are promoted through **one to four** of these techniques.
0 = Healthy food and beverage choices are promoted through **none** of these techniques.

12. Adequate time to eat school meals

Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated?

3 = Yes. *(NOTE: If the school does not have a breakfast program, but does provide at least 20 minutes for lunch, you can select 3.)*
2 = Have adequate time for breakfast or lunch, but not for both.
1 = No, but there are plans to increase the time.
0 = No.

NOTE: The time that students are allotted for breakfast and/or lunch should be uninterrupted (i.e., designated to eating and not to completing make-up work or other academic assignments).

13. Annual continuing education and training requirements for school nutrition services staff

Do all school nutrition program directors, managers, and staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements?

Topics covered may include, but are not limited to, food safety and Hazard Analysis Critical Control Point (HACCP), nutrition standards updates in school meals, food sensitivities and allergies, purchasing and procurement, meal counting and claiming, customer service or food production techniques.

NOTE: USDA's Professional Standards requirements establish minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. (See https://professionalstandards.fns.usda.gov/content/professional-standards-information)

3 = Yes, **all** food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.
2 = **Most** food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.
1 = **Some** food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.
0 = No, **no** food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.

14. Prohibit using food as reward or punishment

Does your school prohibit giving students food as a reward and withholding food as **punishment**? Is this prohibition consistently followed?

3 = Yes, using food as a reward and withholding food as punishment are prohibited, and both prohibitions are consistently followed.
2 = One of these practices is prohibited, and this prohibition is consistently followed.
1 = One or both of these practices is prohibited, but this prohibition is not consistently followed.
0 = Neither practice is prohibited.

15. Access to free drinking water

Does your school make safe, unflavored, drinking water available throughout the school day at no cost to students?

3 = Yes, students can access water fountains or water filling stations throughout the school day, **and** they are allowed to bring filled containers to class.
2 = Students can access water fountains or water filling stations throughout the school day, but they are **not** allowed to bring filled containers to class.
1 = Students have **limited** access to water fountains or water filling stations throughout the school day.
0 = No, students do **not** have access to free, safe, unflavored, drinking water.

16. All foods and beverages served and offered during the school day meet the USDA's Smart Snacks in School nutrition standards

Do all foods and beverages **served and offered** to students during the school day meet or exceed the USDA's **Smart Snacks in School** nutrition standards? This includes snacks that are not part of a federally reimbursed child nutrition program, birthday parties, holiday parties and school-wide celebrations.

Smart Snacks in School – Nutrition Standards for Foods
Any food sold in schools must: ✓ Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient; or ✓ Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food (e.g., beans, eggs, poultry, meat, nuts, seeds etc.); or ✓ Be a combination food that contains at least ¼ cup of fruit and/or vegetable **Foods must also meet several nutrient requirements:** ✓ Calorie limits: o Snack items: ≤ 200 calories o Entrée items: ≤ 350 calories ✓ Sodium limits: o Snack items: ≤ 200 mg o Entrée items: ≤ 480 mg ✓ Fat limits: o Total fat: ≤35% of calories o Saturated fat: < 10% of calories o Trans fat: zero grams ✓ Sugar limit: o ≤ 35% of weight from total sugars in foods

Smart Snacks in School – Nutrition Standards for Beverages
All schools may sell: ✓ Plain water (with or without carbonation) ✓ Unflavored low fat milk ✓ Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP ✓ 100% fruit or vegetable juice ✓ 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners *There is no portion size limit for **plain** water.* *Elementary schools may sell up to 8-ounce portions of milk and juice.*

3= Yes, **all** foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards, **or** we do not serve or offer additional foods or beverages at our school.

2= **Most** foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.

1= **Some** foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.

0= No, **no** foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.

17. All food and beverages served and offered during the extended school day meet the USDA's Smart Snacks in School nutrition standards.

Do all foods and beverages **served and offered** to students during the **extended school day** meet or exceed the USDA's **Smart Snacks in School** nutrition standards? This includes snacks and meals served in the extended school day that are **not** part of a federally reimbursed child nutrition program (e.g., CACFP, NSLP Afterschool Snack Program), birthday parties, holiday parties and school-wide celebrations.

3= Yes, **all** foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards, or we do not serve or offer additional foods or beverages at our school.
2= **Most** foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.
1= **Some** foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.
0= No, **no** foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.

18. All foods and beverages sold during the extended school day meet the USDA's Smart Snacks in School nutrition standards.

Do all foods and beverages **sold** to students during the **extended school day** meet or exceed the USDA's **Smart Snacks in School** nutrition standards? This includes vending machines, school stores and snack or food carts.

3= Yes, **all** foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards, or we do not sell foods and beverages during the extended school day at our school.
2= **Most** foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.
1= **Some** foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.
0= **No**, no foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.

19. Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in School nutrition standards

Do fundraising efforts during and **outside school hours** sell only non-food items or only foods and beverages that meet or exceed the USDA's **Smart Snacks in School** nutrition standards? This may include, but is not limited to, donation nights; cookie dough, candy and pizza sales; and market days.

Smart Snacks in School – Nutrition Standards for Foods
Any food sold in schools must: ✓ Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient; or ✓ Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food (e.g., beans, eggs, poultry, meat, nuts, seeds etc.); or ✓ Be a combination food that contains at least ¼ cup of fruit and/or vegetable **Foods must also meet several nutrient requirements:** ✓ Calorie limits: o Snack items: ≤ 200 calories o Entrée items: ≤ 350 calories ✓ Sodium limits: o Snack items: ≤ 200 mg o Entrée items: ≤ 480 mg ✓ Fat limits: o Total fat: ≤35% of calories o Saturated fat: < 10% of calories o Trans fat: zero grams ✓ Sugar limit: o ≤ 35% of weight from total sugars in foods

Smart Snacks in School – Nutrition Standards for Beverages
All schools may sell: ✓ Plain water (with or without carbonation) ✓ Unflavored low fat milk ✓ Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP ✓ 100% fruit or vegetable juice ✓ 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners *There is no portion size limit for **plain** water.* *Elementary schools may sell up to 8-ounce portions of milk and juice.*

3 = Yes, **all** fundraising efforts sell only non-food items, or **all** foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.
2 = **Most** fundraising efforts sell only non-food items, or **most** foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.
1 = **Some** fundraising efforts sell only non-food items, or **some** foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.
0 = No, **no** fundraising efforts sell only non-food items, or **no** foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.

20. Food and beverage marketing

Does your school limit food and beverage marketing (e.g., contests or coupons) on **school campus** to foods and beverages that meet or exceed the USDA's **Smart Snacks in School** nutrition standards?

This may include, but is not limited to, marketing and branding in cafeterias, hallways, common spaces, classrooms, staff lounges or school stores; and on snack or food carts, vending machine exteriors, display racks, food or beverage cups or containers, coolers, athletic equipment and sports bags. Examples may include, but are not limited to, in-school media, signs, posters and stickers.

Smart Snacks in School – Nutrition Standards for Foods
Any food sold in schools must: ✓ Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient; or ✓ Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food (e.g., beans, eggs, poultry, meat, nuts, seeds etc.); or ✓ Be a combination food that contains at least ¼ cup of fruit and/or vegetable **Foods must also meet several nutrient requirements:** ✓ Calorie limits: o Snack items: ≤ 200 calories o Entrée items: ≤ 350 calories ✓ Sodium limits: o Snack items: ≤ 200 mg o Entrée items: ≤ 480 mg ✓ Fat limits: o Total fat: ≤35% of calories o Saturated fat: < 10% of calories o Trans fat: zero grams ✓ Sugar limit: o ≤ 35% of weight from total sugars in foods

Smart Snacks in School – Nutrition Standards for Beverages
All schools may sell: ✓ Plain water (with or without carbonation) ✓ Unflavored low fat milk ✓ Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP ✓ 100% fruit or vegetable juice ✓ 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners *There is no portion size limit for **plain** water.* *Elementary schools may sell up to 8-ounce portions of milk and juice.*

3 = Yes, **only** foods and beverages that meet or exceed the USDA's Smart Snacks in School nutrition standards are advertised or promoted, **or** no foods and beverages are advertised or promoted on school campus.

2 = **Mos**t foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School nutrition standards.
1 = **Some** foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School nutrition standards.
0 = No, **no** foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School nutrition standards.

21. Venues outside the cafeteria offer fruits and vegetables

Do **venues outside the cafeteria** (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts) where food is available offer fruits and non-fried vegetables?

3 = Yes, **most or all** venues outside the cafeteria do.
2 = **About half** of the venues do.
1 = **Fewer than half** of the venues do.
0 = **None** of the venues do.

22. Engaging Families in Nutrition Education and School Meals

Does your school do any of the following activities to engage families in nutrition education and school meal programs?

- ✓ Provide families with information about healthy eating and school meal programs.
- ✓ Involve families as school volunteers in nutrition education activities and/or school meal programs.
- ✓ Provide evening or weekend opportunities for students and families to be engaged in nutrition activities.
- ✓ Provide families with information about food access programs available in the community.

3 =Four of these activities.
2 = Three of these activities.
1 = One or two of these activities
0 = None of these activities

23. Nutrition Education Curriculum Implementation

Does your school implement a culturally relevant, age appropriate, evidence-based nutrition education curriculum?

3 = Yes, in all grades
2 = Yes, in half the grades
1 = Yes, in one grade only
0 = No

24. Farm to School activities

Is your school implementing any Farm to School activities?

- ✓ Local and/or regional products are incorporated into the school meal programs

- ✓ Messages about agriculture and nutrition are reinforced throughout the learning environment
- ✓ School hosts a school fruit or vegetable garden
- ✓ School hosts field trips to local farms
- ✓ School utilizes promotions or special events, such as tastings, that highlight the local/regional products
- ✓ School hosts a farmer's market (student and parent involvement)
- ✓ Menu states local product(s) being served
- ✓ Local farmers/producers participate in career day activities

3 = Yes, our school is implementing **four to five** of these activities.
2 = Our school is implementing **two to three** of these activities.
1 = Our school is implementing **one** of these activities.
0 = No, our school is **not implementing any** of these activities.

Health Education

25. Required health education course

Does your school or district require all students to take and pass at least one health education course?

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

3 = Yes.
2 = Students are required to take one course, but they do not have to take it again if they fail it (see note above).
1 = No, but there is an elective health education course.
0 = No.

26. Sequential health education curriculum consistent with standards

Do all teachers of health education use age-appropriate health education curriculum materials that are **sequential** and **consistent** with state or national standards for health education (see standards box) and the district's requirements for health education?

NOTE: Consider using CDC's *Health Education Curriculum Analysis Tool* (HECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.

3 = Yes.
2 = **Some** teachers use a sequential health education curriculum, **and** it is consistent with state or national standards and district requirements.
1 = **Some** teachers use a sequential health education curriculum, **but** it is not consistent with state or national standards or district requirements.
0 = None do, **or** the curriculum is not sequential, **or** there is no health education curriculum.

National Health Education Standards
✓ Students will comprehend concepts related to health promotion and disease prevention to enhance health. ✓ Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. ✓ Students will demonstrate the ability to access valid information and products and services to enhance health. ✓ Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. ✓ Students will demonstrate the ability to use decision-making skills to enhance health. ✓ Students will demonstrate the ability to use goal-setting skills to enhance health. ✓ Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. ✓ Students will demonstrate the ability to advocate for personal, family, and community health.
Joint Committee on National Health Education Standards. *National health education standards: achieving excellence*, 2nd edition. 2007.

27. Culturally appropriate activities and examples

Do all teachers of health education use a variety of **culturally appropriate activities and examples** that reflect the diversity among students and within the community?

3 = Yes, **all** do.
2 = **Most** do.
1 = **Some** do.
0 = **None** do, **or** no one teaches health education.

28. Credentialed health education teachers

Are all health education classes taught by credentialed health education teachers?

3 = Yes, **all** are.
2 = **Most** classes are.
1 = **Some** classes are.
0 = **No** classes are, or there are no health education courses.

29. Professional development in health education

Do all teachers of health education participate at least once a year in **professional development** in health education?

3 = Yes, **all** do.
2 = **Most** do.
1 = **Some** do.
0 = **None** do, **or** no one teaches health education.

30. Essential topics on physical activity

Does your health education curriculum address **all** of these topics on physical activity?

- ✓ The physical, psychological, or social benefits of physical activity
- ✓ How physical activity can contribute to a healthy weight
- ✓ How physical activity can contribute to the academic learning process
- ✓ How an inactive lifestyle contributes to chronic disease
- ✓ Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- ✓ Differences between physical activity, exercise, and fitness
- ✓ Phases of an exercise session, that is, warm up, workout, and cool down
- ✓ Overcoming barriers to physical activity
- ✓ Decreasing sedentary activities, such as TV watching
- ✓ Opportunities for physical activity in the community
- ✓ Preventing injury during physical activity
- ✓ Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while physically active
- ✓ Social influences on physical activity, including media, family, peers, and culture
- ✓ How to find valid information or services related to physical activity and fitness
- ✓ How to take steps to achieve the personal goal to be physically active
- ✓ How to influence, support, or advocate for others to engage in physical activity
- ✓ How to resist peer pressure that discourages physical activity

NOTE: Consider using CDC's Health Education Curriculum Analysis Tool (HECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.

3 = Yes, addresses **all** of these topics.
2 = Addresses **most** of these topics.
1 = Addresses **some** of these topics.
0 = Addresses **one or none** of these topics, **or** there is no health education curriculum.

31. Essential topics on healthy eating

Does your health education curriculum address **all** of these essential topics on healthy eating?

- ✓ The relationship between healthy eating and personal health and disease prevention
- ✓ Food guidance from MyPlate
- ✓ Reading and using food labels
- ✓ Eating a variety of foods every day
- ✓ Balancing food intake and physical activity
- ✓ Eating more fruits, vegetables and whole grain products
- ✓ Choosing foods that are low in saturated fat and cholesterol and do not contain trans fat
- ✓ Choosing foods and beverages with little added sugars
- ✓ Eating more calcium-rich foods
- ✓ Preparing healthy meals and snacks
- ✓ Risks of unhealthy weight control practices
- ✓ Accepting body size differences
- ✓ Food safety
- ✓ Importance of water consumption
- ✓ Importance of eating breakfast
- ✓ Making healthy choices when eating at restaurants
- ✓ Social influences on healthy eating, including media, family, peers, and culture
- ✓ How to find valid information or services related to nutrition and dietary behavior
- ✓ How to take steps to achieve the personal goal to eat healthfully
- ✓ Resisting peer pressure related to unhealthy dietary behavior
- ✓ Influencing, supporting, or advocating for others' healthy dietary behavior

NOTE: Consider using CDC's Health Education Curriculum Analysis Tool (HECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.

3 = Yes, addresses **all** of these topics.
2 = Addresses **most** of these topics.
1 = Addresses **some** of these topics.
0 = Addresses **one or none** of these topics, **or** there is no health education curriculum.

32. Opportunities to practice skills

Do all teachers of health education provide opportunities for students to practice or rehearse the **skills needed to maintain and improve their health**?

3 = Yes, **all** do.
2 = **Most** do.
1 = **Some** do.
0 = **None** do, **or** no one teaches health education.

33. Assignments encourage student interaction with family and community

Do all teachers of health education use assignments or projects that encourage students to have **interactions with family members and community organizations**?

3 = Yes, **all** do.
2 = **Most** do.
1 = **Some** do.
0 = **None** do, **or** no one teaches health education.

34. Essential topics on preventing unintentional injuries and violence

Does your health education curriculum address all of these topics on preventing unintentional injuries and violence?

Unintentional injury-related topics include:

- ✓ Motor vehicle occupant safety, such as seatbelt use
- ✓ State laws related to teen driving
- ✓ Use of protective equipment for biking, skating or other sports
- ✓ Fire, water, and pedestrian safety
- ✓ Poisoning prevention
- ✓ Emergency preparedness
- ✓ First aid and cardiopulmonary resuscitation (CPR)

Violence-related topics include:

- ✓ Anger management
- ✓ Bullying and what to do if someone is being bullied (including cyberbullying or bullying through electronic technology)
- ✓ Teasing
- ✓ Personal safety, for example, dealing with strangers
- ✓ Inappropriate touching
- ✓ Techniques to resolve conflicts without fighting
- ✓ Prosocial behaviors, such as cooperation, praise, or showing support for others
- ✓ Respectful and positive relationships with dating partners
- ✓ Personal safety, for example avoiding becoming a victim of a crime
- ✓ Sexual harassment
- ✓ Dating violence
- ✓ Sexual assault and rape
- ✓ Gangs
- ✓ Recognize signs and symptoms of people who are in danger of hurting themselves or others
- ✓ What to do if someone is thinking about hurting himself or herself or others
- ✓ When to seek help for suicidal thoughts
- ✓ Short- and long-term consequences of violence
- ✓ Relationship between suicide and other types of violence
- ✓ Relationship between suicide and emotional and mental health

General injury-related topics include:

- ✓ Prejudice, discrimination, and bias
- ✓ Empathy, that is, identification with and understanding of another person's feelings, situation, or motives
- ✓ Perspective taking, that is, taking another person's point of view
- ✓ Relationship between alcohol or other drug use and injuries, violence and suicide
- ✓ Social influences on unintentional injury, violence and suicide, including media, family, peers, and culture
- ✓ How to find valid information or services to prevent injuries, violence and suicide
- ✓ How to develop a plan and track progress toward achieving a personal goal to prevent injuries, violence and suicide
- ✓ How to influence, support, or advocate for others to prevent injuries, violence and suicide
- ✓ How to resist peer pressure that would increase the risk of injuries, violence and suicide

NOTE: Consider using CDC's Health Education Curriculum Analysis Tool (HECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.

3 = Yes, addresses **all** of these topics.
2 = Addresses **most** of these topics.
1 = Addresses **some** of these topics.
0 = Addresses **one or none** of these topics, or there is no health education curriculum.

35. Essential topics on preventing tobacco use

Does your health education curriculum address all these essential topics on preventing tobacco use?

- ✓ Short- and long-term health consequences of tobacco use, including cigarettes, cigars and smokeless tobacco and other tobacco products
- ✓ Benefits of abstaining from tobacco use
- ✓ Importance of quitting tobacco use
- ✓ Addictive effects of nicotine in tobacco products
- ✓ Health effects of second-hand smoke and benefits of a smoke-free and overall tobacco-free environment
- ✓ How many young people use tobacco
- ✓ Social influences on tobacco use, including media, family, peers, and culture
- ✓ Finding valid information and services related to tobacco-use prevention and cessation
- ✓ Resisting peer pressure to use tobacco
- ✓ Making a personal commitment not to use tobacco
- ✓ Supporting school and community action to support a tobacco-free environment
- ✓ Influencing, supporting, or advocating for others to prevent tobacco use
- ✓ Influencing or supporting others to quit using tobacco
- ✓ How to avoid environmental tobacco smoke or second-hand smoke

NOTE: Consider using CDC's Health Education Curriculum Analysis Tool (HECAT), which is

designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.

3 = Yes, addresses **all** of these topics.
2 = Addresses **most** of these topics.
1 = Addresses **some** of these topics.
0 = Addresses **one or none** of these topics, or there is no health education curriculum.

36. Essential topics on alcohol and other drug use

Does your health education curriculum address all of these essential topics on preventing alcohol and other drug use?

- ✓ Understanding the short- and long-term health consequences of alcohol and other drug use
- ✓ Understanding the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use
- ✓ Understanding the risks associated with using alcohol or other drugs and driving a motor
- ✓ vehicle
- ✓ Understanding the risks associated with medically prescribed opiate drug use and continued
- ✓ opiate use for non-medical purposes
- ✓ Understanding the benefits of abstaining from alcohol and other drug use
- ✓ Importance of quitting alcohol and other drug use
- ✓ Recognizing social influences on alcohol and other drug use, including media, family, peers, and culture
- ✓ Accessing valid information and services related to alcohol and other drug use prevention
- ✓ Locating valid and trustworthy alcohol- and other drug-use treatment services
- ✓ Resisting peer pressure to use alcohol and other drugs
- ✓ Seeking assistance to quit using alcohol or other drugs
- ✓ Choosing a healthy alternative when making a decision related to alcohol and other drug use.
- ✓ Making a personal commitment not to use alcohol
- ✓ Making a personal commitment to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs
- ✓ Influencing, supporting, or persuading for others to be alcohol- and other drug-free
- ✓ Persuading others to avoid driving while under the influence of alcohol or other drugs

NOTE: Consider using CDC's Health Education Curriculum Analysis Tool (HECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.

3 = Yes, addresses **all** of these topics.
2 = Addresses **most** of these topics.

1 = Addresses **some** of these topics.
0 = Addresses **one or none** of these topics, or there is no health education curriculum.

37. Essential topics for preventing HIV, other STD, and pregnancy

Does your health education curriculum address all of these essential topics on preventing HIV, other STD and pregnancy?

- ✓ Human development issues, including reproductive anatomy and puberty
- ✓ How HIV and other STD are transmitted
- ✓ Signs and symptoms of HIV and other STD, and how they are diagnosed and treated
- ✓ Long-term health consequences of HIV, other STD, and AIDS
- ✓ Compassion for persons living with HIV or AIDS
- ✓ Preventing HIV, other STD, and pregnancy
- ✓ Abstinence as the most effective method to avoid HIV, other STD, and pregnancy
- ✓ Social influences on sexual behavior, including media, family, peers, sex partners, gender roles and culture
- ✓ Shared risk factors for HIV, other STD, and pregnancy (e.g., alcohol or other drug use, inconsistent or incorrect condom use)
- ✓ Establishing and maintaining healthy relationships
- ✓ Why it is wrong to harass, tease or bully others based on sexual orientation, gender identity or gender expression and ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender identity, or gender expression) differ from one's own
- ✓ Pregnancy and STD prevention methods and their efficacy
- ✓ How to obtain and correctly use pregnancy and STD prevention methods, including condoms
- ✓ Resisting pressure to engage in sexual behavior
- ✓ Effective communication skills for maintaining one's sexual health and healthy relationships
- ✓ Emotional, social, physical and financial effects of being a teen parent
- ✓ Finding valid information or services, including testing and counseling, related to HIV, STD, and pregnancy
- ✓ Influencing, supporting, or advocating for others to make healthy decisions related to sexual behavior
- ✓ The responsibility to verify that all sexual contact is consensual and how to recognize techniques that are used to sexually harass, coerce, or pressure others
- ✓ How to locate valid and reliable services, information, and products, including those related to sexual harassment, coercion, and violence

NOTE: Consider using CDC's Health Education Curriculum Analysis Tool (HECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.

3 = Yes, addresses **all** of these topics.
2 = Addresses **most** of these topics.

1 = Addresses **some** of these topics.
0 = Addresses **one or none** of these topics, or there is no health education curriculum.

Physical Education and Physical Activity

38. 225 minutes of physical education per week

Do all students in each grade receive physical education for at least 225 minutes per week throughout the school year?

NOTE: Physical education classes should be spread over at least three days per week, with daily physical education preferable.

3 = Yes.
2 = 135-224 minutes per week for all students in each grade throughout the school year.
1 = 90-134 minutes per week for all students in each grade throughout the school year.
0 = Fewer than 90 minutes per week or not all students receive physical education throughout the school year

39. Sequential physical education curriculum consistent with standards

Do all teachers of **physical education** use an age-appropriate, **sequential** physical education curriculum that is **consistent** with national or state standards for physical education (see national standards below) and the district's requirements for physical education?

NOTE: Consider using CDC's Physical Education Curriculum Analysis Tool (PECAT), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written physical education curriculum. PECAT results can help districts and schools enhance, develop, or select appropriate and effective physical education curricula for delivering high-quality physical education in schools. The PECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.

3 = Yes.
2 = **Some** use a sequential physical education curriculum, **and** it is consistent with state or national standards and the district's requirements for physical education
1 = **Some** use a sequential physical education curriculum, **but** it is not consistent with state or national standards or the district's requirements for physical education.
0 = **None** do, **or** the curriculum is not sequential, **or** there is no physical education curriculum.

ACTION FOR HEALTHY KIDS

National Standards for Physical Education

A physically literate individual:
1. Demonstrates competency in a variety of motor skills and movement patterns.
2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibits responsible personal and social behavior that respects self and others.
5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

National Standards & Grade-Level Outcomes for K-12 Physical Education (SHAPE America & Human Kinetics, 2014)

40. Students active at least 50% of class time

Do teachers keep students **moderately to vigorously active** for **at least 50% of the time** during most or all **physical education** class sessions?

3 = Yes, during **most or all** classes.
2 = During **about half** the classes.
1 = During **fewer than half** the classes.
0 = During **none** of the classes, **or** there are no physical education classes.

41. Health-related physical fitness

Does the **physical education** program **integrate the components of the Presidential Youth Fitness Program** (PYFP)?

- ✓ Fitness assessment using Fitnessgram®
- ✓ Professional development for physical education teachers on proper use and integration of fitness education, fitness assessment, and recognition.
- ✓ Recognition of students meeting Healthy Fitness Zones or their physical activity goals.

3 = Yes, **all 3** components of the PYFP are integrated.
2 = **2** of the PYFP components are integrated.
1 = **1** of the PYFP components is integrated.
0 = **None** of the PYFP components are integrated.

42. Licensed physical education teachers

Are all **physical education** classes taught by licensed teachers who are **certified or endorsed** to teach physical education?

3 = Yes, **all** are.
2 = **Most** classes are.
1 = **Some** classes are.
0 = **No** classes are, **or** there are no physical education classes.

43. Address special health care needs

Does the **physical education** program consistently use all or most of the following practices as appropriate to include students with **special health care needs**?

- ✓ Encouraging active participation; modifying type, intensity, and length of activity if indicated in Individualized Education Plans, chronic health condition action plans, or **504 plans**
- ✓ Offering adapted physical education classes
- ✓ Making necessary accommodations for students with special health care needs for participation in recess (e.g., game modifications)
- ✓ Using modified equipment and facilities
- ✓ Ensuring that students with **chronic health conditions** are fully participating in physical activity as appropriate and when able
- ✓ Monitoring signs and symptoms of chronic health conditions
- ✓ Encouraging students to carry and self-administer their medications (including pre-medicating and/or responding to chronic health condition symptoms) in the gym and on playing fields; assisting students who do not self-carry
- ✓ Encouraging students to actively engage in self-monitoring (i.e., using a peak flow meter, recognizing triggers) in the gym and on playing fields (if the parent/guardian, health care provider, and school nurse so advise)
- ✓ Using a second teacher, aide, physical therapist, or occupational therapist to assist students, as needed
- ✓ Using peer teaching (e.g., teaming students without special health care needs with students who have such needs)

3 = Yes, the physical education program uses **all or most** of these instructional practices consistently.
2 = The physical education program uses **some** of these instructional practices consistently.
1 = The physical education program uses **some** of these instructional practices, **but** not consistently (that is, not by all teachers or not in all classes that include students with special health care needs).
0 = The program uses **none** of these practices, **or** there is no physical education program.

44. Professional development for physical education teachers

Are teachers of physical **education** required to participate at least once a year in **professional development** in physical education?

3 = Yes, **all** do.
2 = **Most** do.
1 = **Some** do.
0 = **None** do, **or** no one teaches physical education.

45. Prohibit using physical activity as punishment

Does your school prohibit using physical activity and withholding **physical education** class as **punishment**? Is this prohibition consistently followed?

*NOTE: Please do not consider issues related to participation in **interscholastic sports** programs when answering this question.*

3 = **Yes**, using physical activity as punishment and withholding physical education class as punishment are prohibited, and both prohibitions are consistently followed.
2 = **One** of these practices is prohibited, and this prohibition is consistently followed.
1 = **One or both** of these practices is prohibited, but this prohibition is not consistently followed.
0 = **Neither** practice is prohibited.

46. Professional development for classroom teachers

Are classroom teachers required to participate at least once a year in **professional development** on promoting and integrating physical activity in the classroom?

3 = Yes, **all** do.
2 = **Most** do.
1 = **Some** do.
0 = **None** do, **or** professional development on physical activity is not available to classroom teachers.

47. Promotion or support of walking and bicycling to and/or from school

Does your school promote or support walking and bicycling to and/or from school in the following ways?

- ✓ Designation of safe or preferred routes to school
- ✓ Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- ✓ Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- ✓ Instruction on walking/bicycling safety provided to students
- ✓ Promotion of safe routes program to students, staff and parents via newsletters, websites, local newspaper
- ✓ Crossing guards
- ✓ Crosswalks on streets leading to schools
- ✓ Walking school buses
- ✓ Documentation of number of children walking and or biking to and from school
- ✓ Creation and distribution of maps of school environment (sidewalks, crosswalks, roads, pathways, bike racks, etc.)

3 = Yes, our school promotes or supports walking and bicycling to school in **six or more** of these ways.
2 = Our school promotes or supports walking and bicycling to school in **three to five** of these ways.
1 = Our school promotes or supports walking and bicycling to school in **one to two** of these ways.
0 = Our school does **not** promote or support walking and bicycling to school.

48. Availability of before- and after-school physical activity opportunities

Does your school offer opportunities for all students to participate in physical activity before and after school, through organized physical activities (such as physical activity clubs, intramural sports, before school physical activity)?

3 = Yes, both before and after school.
2 = We offer before school or after school, but not both.
1 = We do not offer opportunities for students to participate in physical activity before or after school, but there are plans to initiate it.
0 = No, we do not offer opportunities for students to participate in physical activity before or after school, and there are no plans to initiate it.

49. Availability of physical activity breaks in classrooms

Are all students provided opportunities to participate in **physical activity breaks in classrooms**, outside of physical education, recess, and class transition periods?

NOTE: Physical activity breaks (e.g., brain breaks, energizers, classroom activity breaks, etc.) are actual breaks that occur in the academic classroom, allowing students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the school day, last from 5–30 minutes, and occur all at one time or several times during the school day.

3 = Yes, on **all** days during a typical school week.
2 = On **most** days during a typical school week.
1 = On **some** days during a typical school week.
0 = No, we do **not** provide students with opportunities to participate in physical activity breaks in classrooms.

50. Family engagement in physical activity

Does your school do any of the following activities to engage families in physical education and physical activity programs?

- ✓ Provide families with information about physical education and physical activity programs.
- ✓ Involve families as school volunteers in physical education or physical activity programs.
- ✓ Provide evening or weekend opportunities for students and families to be physically active together.
- ✓ Provide families with information about before- or after-school physical activity programs available in the community.

3 = **Four** of these activities.
2 = **Three** of these activities.
1 = **One or two** of these activities
0 = **None** of these activities

51. Access to physical activity facilities

Are indoor and outdoor physical activity facilities open to students, their families, and the community outside school hours?

NOTE: Making facilities open and available to students, their families, and the community outside of school hours can be conducted as a regular practice or through a formal, written joint or shared use agreement. A joint use or shared use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities.

3 = Yes, **both** indoor and outdoor facilities are available outside of school hours.
2 = Indoor or outdoor facilities, **but not both**, are available outside of school hours.
1 = Indoor or outdoor facilities are available, but the **hours of availability are very limited**.
0 = No, **neither** indoor nor outdoor facilities are available.

52. Promote community physical activities

Does the physical education program use three or more of the following methods to promote student participation in a variety of community physical activity options?

- ✓ Class discussions
- ✓ Bulletin boards
- ✓ Public address announcements
- ✓ Guest speakers who promote community programs
- ✓ Take-home flyers
- ✓ Homework assignments
- ✓ Newsletter articles
- ✓ Academic credit for participating in community physical activities and programs

3 = Yes, through **three or more** methods.
2 = The program promotes participation in a variety of community physical activity options, but through only **one or two** methods.
1 = The program promotes participation in only **one** type of community physical activity option.
0 = The program **does not** promote participation in community physical activity options, or there is no physical education program.

Social and Emotional Climate

53. Fostering positive and nurturing relationships

Does your school take steps to foster positive, nurturing relationships between students and employees in each of the following ways?

- ✓ Encourage school staff to intentionally build individualized relationships with each student by developing classrooms as safe and supportive spaces for students that promote mutual respect and offer opportunities for mentoring, student voice, self-exploration, etc.
- ✓ Promote active staff participation in holding students accountable to standards that are both challenging and achievable by implementing practices that encourage engaging with

families/caregivers around students' successes and challenges, supporting individual learning styles, and acknowledging/ celebrating students' individual successes.

- ✓ Provide opportunities for staff to socialize and engage with students outside of the classroom or learning time (e.g. classroom breaks, lunch, recess, after school)

3= Yes, in all **three** ways.
2= In **two** ways.
1= In **one** way.
0= In **none** of these ways.

54. Positive student relationships

Does your school take steps to foster peer relationships among students in each of the following ways?

- ✓ Allow students time to socialize and engage with one another outside of classroom or learning time (e.g., before/after school programming, lunch, recess)
- ✓ Incorporate structured time for socialization during the school day (e.g., classroom breaks or group activities)
- ✓ Refrain from enforcing silent lunch

3= Yes, in all **three** ways.
2= In **two** ways.
1= In **one** way.
0= In **none** of these ways.

55. Professional development on meeting diverse needs of students

Have all teachers received professional development on meeting the diverse cognitive, emotional, and social needs of children and adolescents in the past two years?

3 = Yes, **all** teachers have received professional development on practices to meet the diverse needs of children and adolescents.
2 = **Most** teachers have received professional development on practices to meet the diverse needs of children and adolescents.
1 = **Some** teachers have received professional development on practices to meet the diverse needs of children and adolescents.
0 = **No** teachers have received professional development on practices to meet the diverse needs of children and adolescents.

56. Collaboration to promote social and emotional learning

Do teachers at your school collaborate with counseling and psychological services staff to promote social and emotional learning (e.g., providing information to students on developing self-awareness, managing emotions, or maintaining interpersonal relationships, referring students for support services) for students?

3 = **Yes**, teachers often collaborate with counseling and psychological services staff to promote social and emotional learning for students.
2 = Teachers **sometimes** collaborate with counseling and psychological services staff to promote social and emotional learning for students.
1 = Teachers **rarely** collaborate with counseling and psychological services staff to promote social and emotional learning for students.
0 = No, teachers do **not** collaborate with the counseling and psychological services staff to promote social and emotional learning for students.

57. School-wide social and emotional learning

Does your school implement social and emotional learning programs for all students?

3= Yes, our school implements socioemotional learning programs for **all** students.
2= Our school implements socioemotional learning programs for **most** students.
1= Our school implements socioemotional learning programs for **some** students.
0= No, our school does **not** implement socioemotional learning programs for students.

NOTE: Social and emotional learning programs focus on five core competencies, including self-awareness, self-management, social awareness, relationship skills and responsible decision making.

58. Prevent harassment and bullying

Has the school established a climate, in each of the following ways that prevents harassment and bullying?

- ✓ Staff members, students and parents are informed through a variety of mechanisms of policies defining harassment and bullying and explaining the consequences of such behaviors
- ✓ Disciplinary policies are fairly and consistently implemented among all student groups
- ✓ Staff members and students treat each other with respect and courtesy
- ✓ Fair play and nonviolence is emphasized on the playground, on the school bus, and at school events
- ✓ Students are encouraged to report harassment or bullying, including through anonymous reporting methods
- ✓ Support is provided for victims of harassment or bullying

3 = Yes, in each of these **six** ways.
2 = In **four or five** of these ways.
1 = In **two or three** of these ways.
0 = In **one or fewer** of these ways.

59. Active supervision

Do staff members actively supervise students, in each of the following ways, everywhere on campus (e.g., classroom, lunchroom, playground, locker room, hallways, bathroom, and school bus)?

- ✓ Observing students and being available to talk to students before, during, and after school

- ✓ Anticipating and effectively responding to unsafe situations
- ✓ Discouraging pushing and bullying
- ✓ Promoting prosocial behaviors, such as cooperation, conflict resolution, and helping others

3 = Yes, in each of these **four** ways.
2 = In **three** of these ways.
1 = In **two** of these ways.
0 = In **one** or none of these ways.

60. Engaging all students

Does your school prioritize efforts to engage all students (i.e., diverse students, including but not limited to racial/ethnic minority youth, LGBTQ youth, youth with disabilities, youth with chronic conditions, homeless youth, etc.) in extracurricular school activities to foster student sense of belonging in the following ways?

- ✓ Plan activities and events that intentionally include all members of the student body
- ✓ Provide space and time for students with similar interests to interact
- ✓ Include representations of youth from diverse backgrounds in school posters and/or advertisements
- ✓ Take measures to protect the emotional and physical safety of all students

3 = Yes, in each of these **four** ways.
2 = In **three** of these ways.
1 = In **two** of these ways.
0 = In **one or none** of these ways.

School Health Services

61. Collaboration between school nutrition services staff members and teachers

Do school nutrition services staff members use three or more of the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?

- ✓ Participate in design and implementation of nutrition education programs
- ✓ Display educational and informational materials that reinforce classroom lessons
- ✓ Provide food for use in classroom nutrition education lessons
- ✓ Provide ideas for classroom nutrition education lessons
- ✓ Teach lessons or give presentations to students
- ✓ Tasting party in collaboration with classroom teacher
- ✓ Presentation on nutrition and food services to PTA/PTSA/PTO
- ✓ Sports nutrition – collaboration with coaches
- ✓ Classroom tour of cafeteria or meet and greet with School Nutrition staff

3= Yes, use **three** or more methods.
2= Use **two** of these methods.
1= Use **one** of these methods.
0= Use **none** of these methods.

62. Health services provided by a full-time school nurse

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

NOTE: More nurses are recommended if students have extensive nursing needs.

3 = Yes, we have a registered school nurse present **all** day every day
2 = We have a registered school nurse present **most** of the time each week.
1 = We have a registered school nurse present **some** of the time each week, **or** we have an LPN or UAP (supervised by a school nurse) who is present at least **some** of the time each week.
0 = No, we do **not** have a registered school nurse, LPN, or UAP present in our school, **or** we have an **unsupervised** LPN or UAP in our school.

63. School nurse collaborates with other school staff members

Does the school nurse or other **health services provider** collaborate with other school **staff members** to promote student health and safety in at least six of the following ways?

- ✓ Developing plans to address student health problems (e.g., individual health care plans, individual education plans, **504 plans**, school team plans)
- ✓ Providing **professional development**
- ✓ Developing health-related policy
- ✓ Consulting with teachers/health educators to identify, revise or develop health-related curricula or units/lessons
- ✓ Developing and implementing school-wide and classroom activities
- ✓ Developing School Improvement Plans
- ✓ Establishing communication systems with other school staff

3= Yes, there is collaboration in **at least six** of these ways.
2= There is collaboration in **three to five** of these ways.
1= There is collaboration in **one or two** of these ways.
0= No, there is **no** collaboration, or the school does **not** have a nurse or other health services provider.

64. Counseling, psychological, and social services provided by a full-time counselor, social worker, and psychologist

Does your school have access to a **full-time** counselor, social worker, or psychologist for providing **counseling, psychological, and social services**? Is an adequate number of these staff members provided based on the following recommended ratios?

- ✓ One counselor for every 250 students
- ✓ One social worker for every 400 students
- ✓ One psychologist for every 1,000 students

3 = Yes, we have a full-time counselor, social worker, and psychologist, **and** the recommended ratios are present.
2 = We have a full-time counselor, social worker, and psychologist, but **fewer** than the recommended ratios.
1 = We have a full-time counselor, social worker **or** psychologist, **but** not all three.
0 = No, we do **not** have even one full-time counselor, social work or psychologist.

65. School counselor collaborates with other school staff members

Does the **counseling, psychological, or social services** provider collaborate with other school **staff members** to promote student health and safety in at least six of the following ways?

- ✓ Developing plans to address student health problems (e.g., individual health care plans, individual education plans, **504 plans**, school team plans)
- ✓ Providing **professional development** on managing student health and safety concerns, a component of which educates staff on the impact of Adverse Childhood Experiences (ACEs) and the principles of a trauma-informed school
- ✓ Developing policy
- ✓ Identifying, revising or developing curricula or units/lessons
- ✓ Developing and implementing school-wide and classroom activities
- ✓ Developing School Improvement Plans
- ✓ Establishing communication systems with other school staff

3= Yes, there is collaboration in **at least six** of these ways.
2= There is collaboration in **three to five** of these ways.
1= There is collaboration in **one or two** of these ways.
0= No, there is **no** collaboration, or the school does **not** have a counseling, psychological, or social services provider.

Staff Wellness

66. Programs for staff members on physical activity/fitness

Does the school or district **offer staff members** accessible and free or low-cost **physical activity/fitness programs**?

3 = Yes.
2 = Offers physical activity/fitness programs, but **some** staff members find them inaccessible or expensive.
1 = Offers physical activity/fitness programs, but **many** staff members find them inaccessible or expensive.
0 = Does **not** offer physical activity/fitness programs.

67. Programs for staff members on healthy eating/weight management

Does the school or district **offer staff members** healthy eating/weight management programs that are accessible and free or low-cost?

3 = Yes.
2 = Offers healthy eating/weight management programs, but **some** staff members find them inaccessible or expensive.
1 = Offers healthy eating/weight management programs, but **many** staff members find them inaccessible or expensive.
0 = Does **not** offer healthy eating/weight management programs.

68. All foods served and sold to staff meet the USDA's Smart Snacks in School nutrition standards

Do food and beverages served and sold at staff meetings, school-sponsored staff events, and in the staff lounge meet USDA **Smart Snacks in School** nutrition standards?

Smart Snacks in School – Nutrition Standards for Foods
Any food sold in schools must: ✓ Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient; or ✓ Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or ✓ Be a combination food that contains at least ¼ cup of fruit and/or vegetable **Foods must also meet several nutrient requirements:** ✓ Calorie limits: o Snack items: ≤ 200 calories o Entrée items: ≤ 350 calories ✓ Sodium limits: o Snack items: ≤ 200 mg o Entrée items: ≤ 480 mg ✓ Fat limits: o Total fat: ≤35% of calories o Saturated fat: < 10% of calories o Trans fat: zero grams ✓ Sugar limit: o ≤ 35% of weight from total sugars in foods

Smart Snacks in School – Nutrition Standards for Beverages
All schools may sell: ✓ Plain water (with or without carbonation) ✓ Unflavored low fat milk ✓ Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP ✓ 100% fruit or vegetable juice ✓ 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners

*There is no portion size limit for **plain** water.*
Elementary schools may sell up to 8-ounce portions of milk and juice.

3 = Yes, **all** foods and beverages served and sold meet Smart Snacks.
2 = **Most** foods and beverages served and sold meet Smart Snacks.
1 = **Some** foods and beverages served and sold meet Smart Snacks.
0 = No, **no** foods and beverages meet Smart Snacks.

69. Modeling healthy eating and physical activity behaviors

Does your school support staff to model healthy eating and physical activity behaviors?

- ✓ Provide staff with information about the importance of modeling healthy eating behaviors
- ✓ Provide staff with information about the importance of engaging in physical activities with students
- ✓ Encourage staff not to bring in or consume unhealthy foods and beverages in front of students, in classrooms, or areas common to both staff and students
- ✓ Provide staff with examples of healthy foods and beverages to bring in or consume during the regular or extended school day
- ✓ Provide staff with information or strategies on how to incorporate physical activity into classrooms
- ✓ Encourage staff to use non-food items, activities, and opportunities for physical activity to recognize students for their achievements or good behavior

3 = Yes, our school uses **5 or more** of the strategies to support staff to model healthy eating and physical activity behaviors.
2 = Yes, our school uses **3 to 4** of the strategies to support staff to model healthy eating and physical activity behaviors.
1 = Yes, our school uses **1-2** of the strategies to support staff to model healthy eating and physical activity behaviors.
0 = No, our school does not use any strategies to support staff to model healthy eating and physical activity behaviors.

70. Stress management programs for staff

Does your school or district **offer staff members** accessible and free or low-cost stress management programs at least once a year?

3 = Yes, stress management programs are offered, and **all** staff members find them accessible and free or low-cost.
2 = Stress management programs are offered, but **some** staff members find them inaccessible or high-cost.
1 = Stress management programs are offered, but **many** staff members find them inaccessible or high-cost.
0 = Stress management programs are **not** offered at least once a year.

Family Involvement

71. Communication with families

Does your school communicate with all families about school health activities and programs in a **culturally- and linguistically appropriate** way, using a variety of **communication methods**?

3= Yes, **all** families are communicated with in a culturally- and linguistically appropriate way using a variety of communication methods.
2= All families are communicated with using a variety of communication methods, **but** not in a culturally- and linguistically appropriate way.
1= Our school only uses very **few** methods to communicate about health-related activities or programs.
0= Our school does **not** communicate with families in these ways, or families receive communications solely about academic subjects **but** not about health-related activities or programs.

72. Family engagement in school decision making

Do families have opportunities to be involved in **school decision making** for health and safety policies and programs?

3 = Yes, families have opportunities to be involved in **all** school decision-making processes for health and safety policies and programs.
2 = Families have opportunities to be involved in **most** school decision-making processes for health and safety policies and programs.
1 = Families have opportunities to be involved in **some** school decision-making processes for health and safety policies and programs.
0 = No, families do **not** have opportunities to be involved in school decision-making processes for health and safety policies and programs.

73. Family volunteers

Does your school or district have a formal process to recruit, train, and involve family members as **volunteers** to support school health and safety programs?

3 = Yes, our school or district has a formal process to recruit, train, and involve family members to support school health and safety programs.
2 = Our school or district has an informal process to recruit, train and involve family members to support school health and safety programs.
1 = Our school or district does **not** recruit or train family members **but** involves family members, when needed, to support school health and safety programs.
0 = No, our school or district does **not** recruit, train, or involve family members to support school health and safety programs.

74. Professional development on family engagement strategies

Have all school staff received **professional development** on **strategies for family engagement** in school health in the past two years?

3 = Yes, **all** school staff have received professional development on strategies for family engagement.
2 = **Most** school staff have received professional development on strategies for family engagement.
1 = **Some** school staff have received professional development on strategies for family engagement.
0 = **No** school staff have received professional development on strategies for family engagement.

75. Student and family involvement in the school meal programs and other foods and beverages sold, served and offered on school campus.

Do students and family members have opportunities to provide both suggestions for **school meals** and other foods and beverages sold, served and offered on **school campus** and feedback on the meal programs and other foods and beverages sold, served and offered on **school campus**?

3 = Yes, **both** students and family members have opportunities to provide suggestions and feedback.
2 = Yes, **both** students and family members have opportunities to provide **either** suggestions for school meals or feedback on the meal program.
1 = **Either** students or family members have opportunities, **but** not both.
0 = **Neither** students nor family members have these opportunities.

76. Family involvement in learning at home

Does your school provide opportunities for family members to reinforce **learning at home**?

3 = Yes, our school provides family members with opportunities to reinforce learning at home.
2 = Our school provides family members with **limited** opportunities to reinforce learning at home.
1 = Our school provides family members with **very limited** opportunities to reinforce learning at home.
0 = No, our school does **not** provide family members with these opportunities.

77. School health updates for families

Does your school provide regular updates (e.g., school newsletter, school or district website, parent meetings) to families on issues related to all aspects of student health (i.e., nutrition, physical activity, chronic health condition management, social and emotional wellbeing)?

3 = Yes, our school provides regular updates to families on **all** aspects of student health.
2 = Our school provides regular updates to families on **most** aspects of student health.
1 = Our school provides updates to families on **some** aspects of student health, but the updates are not distributed regularly.
0 = No, our school does **not** provide student health updates for families.

Community Involvement

78. Community involvement in school decision making

Do community members (e.g., community groups, organizations) have opportunities to help with **school decision making** on health and safety policies and programs? (NOTE: Community members include individuals other than school board members)

3 = Yes, community members are actively engaged in **most** school decision-making on health and safety policies and programs.
2 =Community members are actively engaged in **some** school decision-making on health and safety policies and programs.
1 = Community members are offered opportunities to provide input on a few school decisions on health and safety policies and programs, **but** not consistently.
0 = No, community members are **not** engaged in school decision-making processes on health and safety policies and programs.

79. Community involvement in school health initiatives

Does your school partner with local community organizations, businesses, or local hospitals to engage students and their families in health promotion activities?

3 = Yes, our school partners with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities, for **all** school health initiatives.
2 = Our school partners with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities, for **most** school health initiatives.
1 = Our school partners with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities, for **some** school health initiatives.
0 = No, our school does **not** partner with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities for school health initiatives.

Sandy Slope Elementary Update

AASD Board of Education Meeting, April 8, 2024

APPLETON AREA SCHOOL DISTRICT

Site Plan

CTH JJ
LIGHTNING DR
DRAKE LN
KEYNOTES
1 NEW ELEMENTARY SCHOOL
2 VISITOR & STAFF PARKING (~63 SPACES)
3 BUS DROP OFF
4 ASPHALT PLAY AREA
5 PLAYGROUNDS
6 CONNECTING WALKS (CONCRETE)
7 CONNECTING WALKS (ASPHALT)
8 PARENT DROP OFF LOOP
9 DROP OFF LOOP PARKING (~20 SPACES)
10 SERVICE ENTRY
11 CONCRETE PLAZA WITH SEATING
12 ATHLETIC PLAYING FIELD
13 GATE
14 FENCE
15 STORM WATER MANAGEMENT AREA
16 EXISTING DRAINAGE SWALE/WETLAND
17 FLAGPOLE
18 RIGHT IN ONLY
19 RIGHT OUT ONLY
20 PARENT LOOP ENTRANCE (1 LANE IN, 1 LANE OUT)

Exterior

Current Status / Schedule

Design

- Furniture Programming with Staff

Construction

- March ‘24 - Started excavation/utilities
- May ‘24 - Geothermal well drilling
- June ‘24 - Footings/foundations ongoing for entire building
- August ‘24 - Roofing beginning Gym/Commons/Kitchen areas
- November ‘24 - Roofing at classroom wings. Finishes begin
- Winter ‘25 - Finishes complete in Gym/Commons/Kitchen & Office, Kindergarten, 5th grade

- Summer ‘25 - Finishes complete in rest of building.
- July ‘25 - Site work
- Early August ‘25 - Substantial Completion

Middle School Construction Update

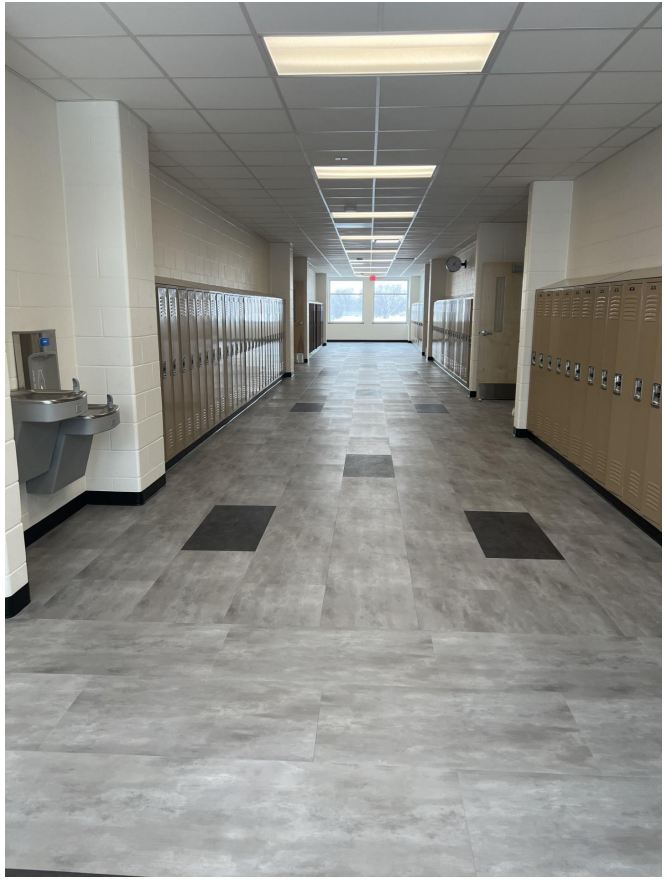
AASD Board of Education Meeting, April 8, 2024

APPLETON AREA
SCHOOL DISTRICT

Einstein Progress

Einstein Progress

Einstein Progress



Einstein Progress

Madison Progress

Kaleidoscope Progress

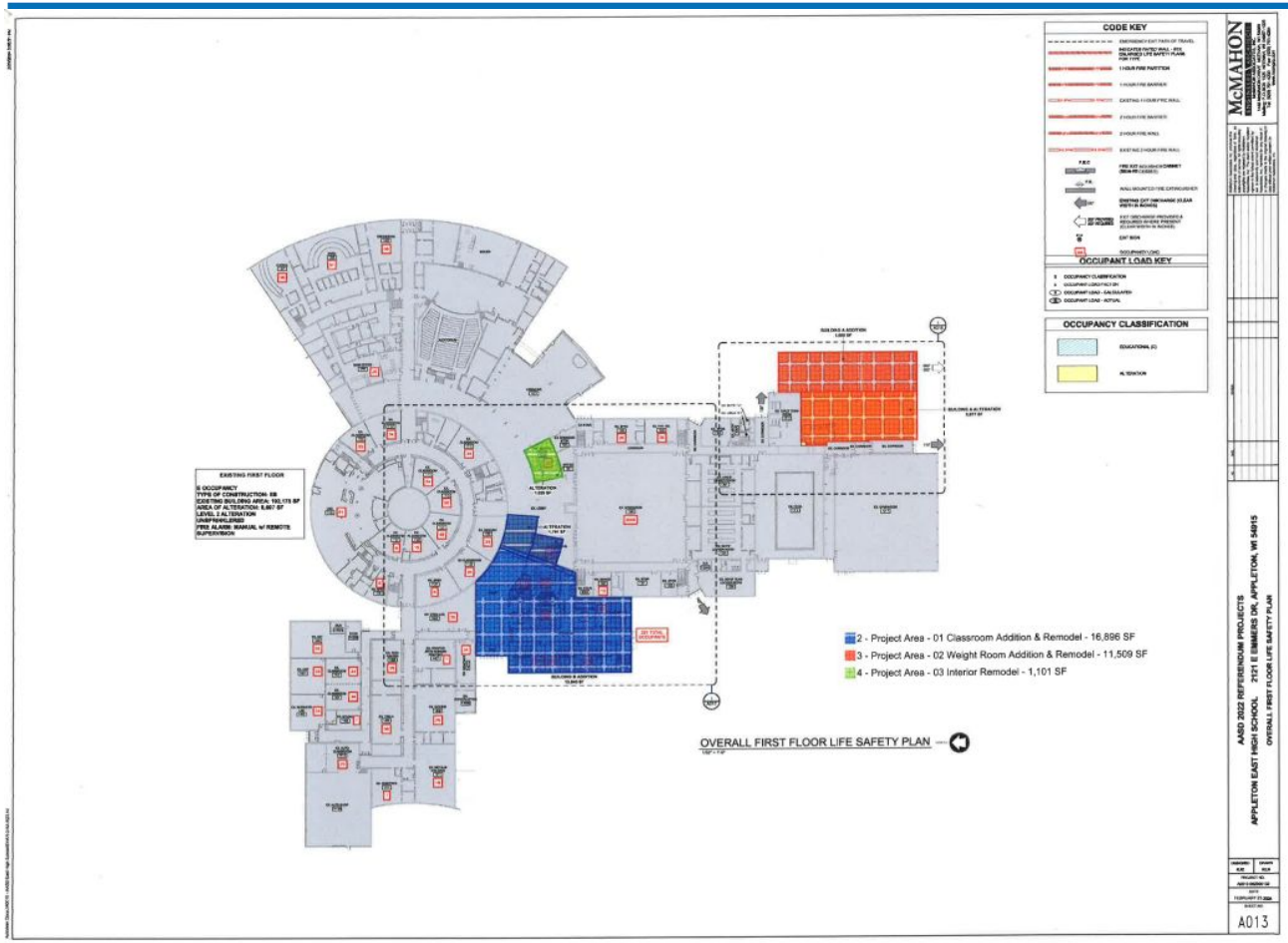
Wilson Progress

High School Planning Update

AASD Board of Education Meeting, April 8, 2024

APPLETON AREA
SCHOOL DISTRICT

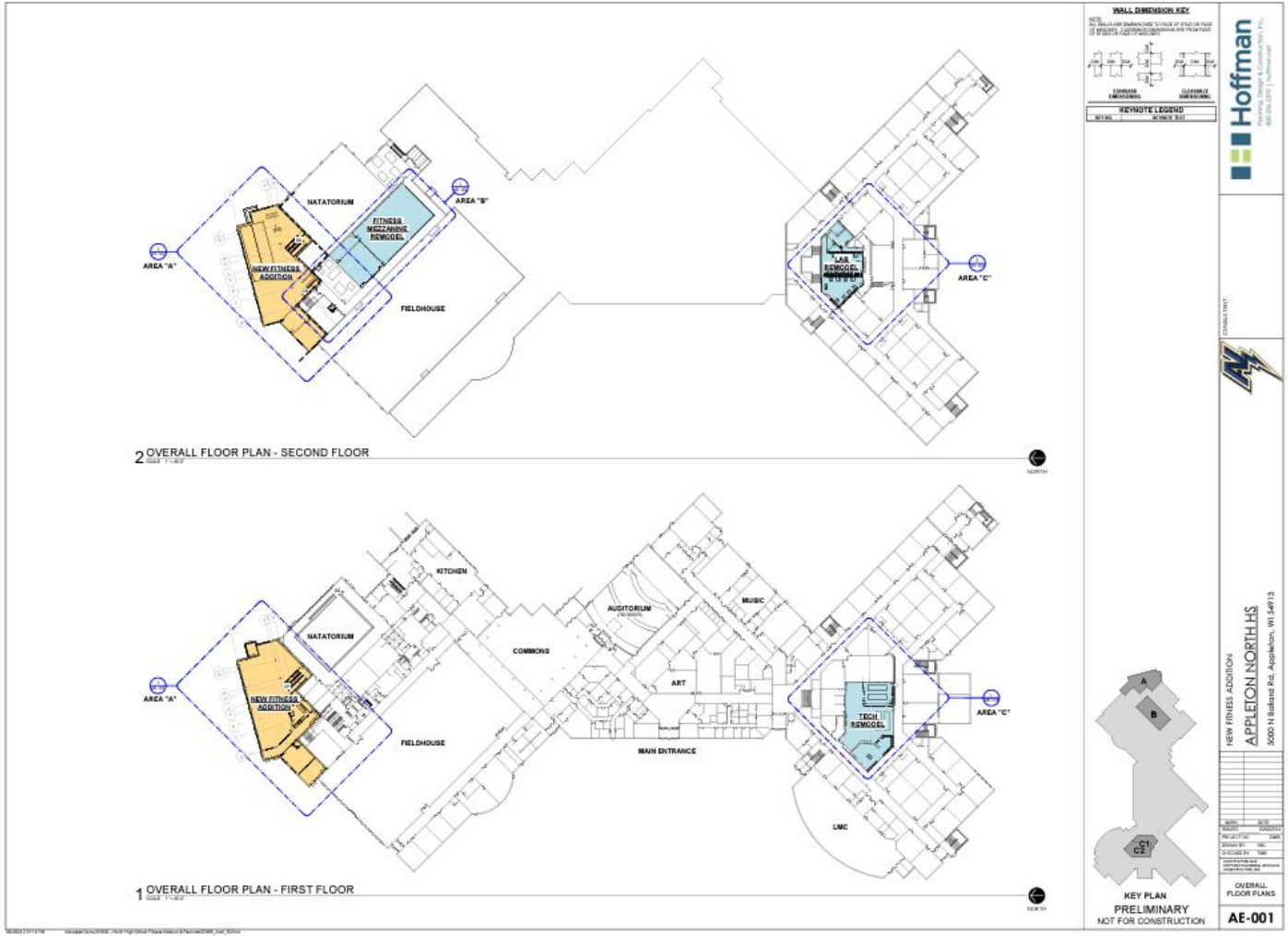
East


CODE KEY
OCCUPANT LOAD KEY
OCCUPANCY CLASSIFICATION
EDUCATIONAL (E)
ALTERATION
EXISTING FIRST FLOOR
2 - Project Area - 01 Classroom Addition & Remodel - 16,896 SF
3 - Project Area - 02 Weight Room Addition & Remodel - 11,509 SF
4 - Project Area - 03 Interior Remodel - 1,101 SF
OVERALL FIRST FLOOR LIFE SAFETY PLAN
McMAHON
AASD 2022 REFERENDUM PROJECTS
APPLETON EAST HIGH SCHOOL 2121 E EMMERS DR, APPLETON, WI 54915
OVERALL FIRST FLOOR LIFE SAFETY PLAN
A013

East

East

North


WALL DIMENSION KEY
KEYNOTE LEGEND
NATATORIUM
FITNESS MEZZANINE REMODEL
AREA "B"
AREA "A"
NEW FITNESS ADDITION
FIELDHOUSE
LAB REMODEL
AREA "C"
2 OVERALL FLOOR PLAN - SECOND FLOOR
KITCHEN
AUDITORIUM
MUSIC
NATATORIUM
COMMONS
ART
AREA "A"
NEW FITNESS ADDITION
FIELDHOUSE
MAIN ENTRANCE
TECH REMODEL
AREA "C"
LMC
1 OVERALL FLOOR PLAN - FIRST FLOOR
KEY PLAN
PRELIMINARY
NOT FOR CONSTRUCTION
Hoffman
NEW FITNESS ADDITION
APPLETON NORTH HS
5000 N Ballard Rd, Appleton, WI 54913
OVERALL FLOOR PLANS
AE-001

North

APPLETON NORTH HS
PROJECT NO: 23465 - DESIGN DEVELOPMENT SUBMITTAL

BASIC FEATURE SUMMARY

FINISH NOTES:

PNT-1:	DOVER WHITE	RF-2:	ATHLETIC RUBBER FLOORING
WPT:	PORCELAIN TILE-WALL	RF-3:	MATCHING RUBBER FLOORING
PT:	PORCELAIN TILE-FLOOR	SC-1:	SEALED CONCRETE FLOORING
CPT-1:	MILLIKEN AASD REMIX CARPET	ACT-1:	ARMSTRONG CEILING TILE
EPX-1:	EPOXY FLOORING	ACT-2:	GYPSUM FACED CEILING TILE
LVT-1:	MILLIKEN STN 108/120 LUXURY VINYL TILE	RST-1:	RUBBER STAIR TREAD
RF-1:	NORAPLAN RUBBER FLOORING	TF-1:	TURF FLOORING
WOC-1:	WALK OFF CARPET		

HVAC NOTES:

NEW AIR HANDLER, BOILER, PUMPS, VAVs, CHILLER

PLUMBING NOTES:

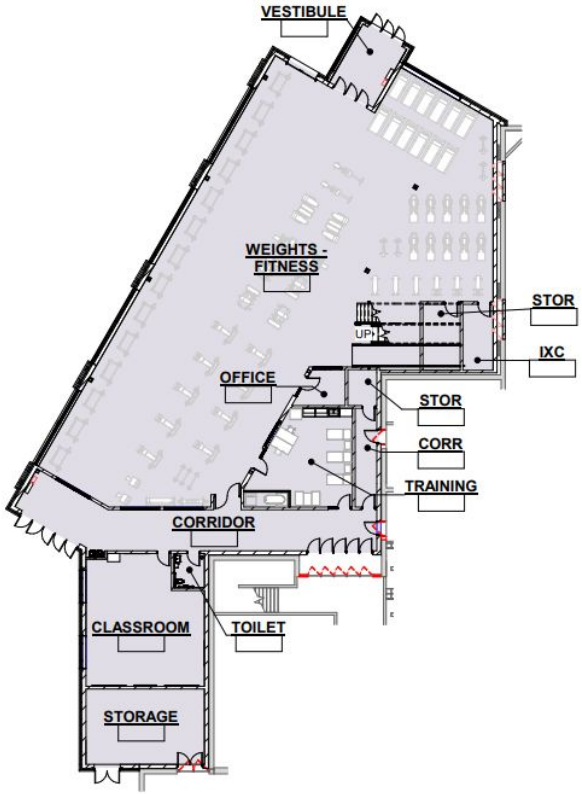
NEW UNISEX RESTROOM
SINK AND TUB IN TRAINING
DRINKING FOUNTAINS

ELECTRICAL - TECHNOLOGY NOTES:

NEW PANELS AND DISTRIBUTION, IXC

SPECIAL FEATURES / COMMENTS:

FITNESS EQUIPMEN LAYOUT TO BE DETERMINED
CLASSROOM CASEWORK / DISPLAY BOARDS
PRIMARY ACCESS
POOL CO2 DELIVERY
FITNESS STAIR & RAMP
SEE INDIVIDUAL ROOM PLANS FOR MORE INFO



Hoffman
Planning, Design & Construction, Inc.

LEGEND
Doors: AL = Aluminum, FG = Fiberglass, HM = Hollow Metal, WD = Wood
Door Hardware: CR = Card Reader, AO = Auto Operator
Flooring / Base: CPT: Carpet tile flooring CT: Ceramic Tile, EPX: Epoxy LVT: Luxury Vinyl Tile / Nora, SC: Sealed Concrete PC: Polished Concrete, RB: Rubber Base WOT: Walk-Off (carpet) Tile
Walls: CT = Ceramic Tile, PT = Painted Wall, FRP = Fiber Reinf. Plastic
Ceilings: ACT-1,3 = Acoustical Ceiling Tile, ACT-2 = Vinyl Faced Gyp Tile, GYP = Painted Gypsum Wall Board
Casework / Countertops: PLAM: Plastic laminate, SS: Solid Surface
Equipment: AP: Acoustic Panel CG: Cornerguard, MB: Markerboard TB: Tackboard, SB: Smartboard-Monitor

ADDITION 1st FLR : N1FL-01A

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North

APPLETON NORTH HS

PROJECT NO: 23465 - DESIGN DEVELOPMENT SUBMITTAL

BASIC FEATURE SUMMARY

FINISH NOTES:

PNT-1:	DOVER WHITE	RF-2:	ATHLETIC RUBBER FLOORING
WPT:	PORCELAIN TILE-WALL	RF-3:	MATCHING RUBBER FLOORING
PT:	PORCELAIN TILE-FLOOR	SC-1:	SEALED CONCRETE FLOORING
CPT-1:	MILLIKEN AASD REMIX CARPET	ACT-1:	ARMSTRONG CEILING TILE
EPX-1:	EPOXY FLOORING	ACT-2:	GYPSUM FACED CEILING TILE
LVT-1:	MILLIKEN STN 108/120 LUXURY VINYL TILE	RST-1:	RUBBER STAIR TREAD
RF-1:	NORAPLAN RUBBER FLOORING	TF-1:	TURF FLOORING
WOC-1:	WALK OFF CARPET		

HVAC NOTES:

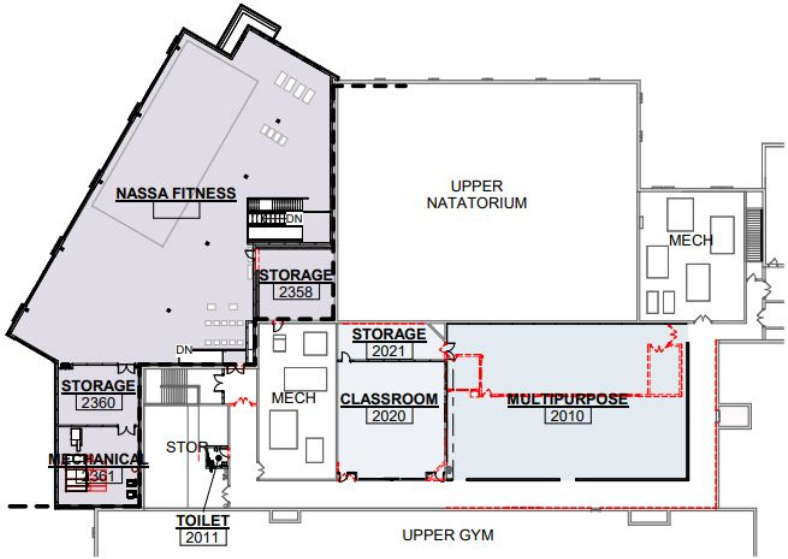
PLUMBING NOTES:

NEW UNISEX RESTROOM
DRINKING FOUNTAINS

ELECTRICAL - TECHNOLOGY NOTES:

SPECIAL FEATURES / COMMENTS:

FITNESS ACTIVITY LAYOUT TO BE DETERMINED
CLASSROOM CASEWORK / DISPLAY BOARDS
WRESTLING MAT HOISTS TO REMAIN
EXISTING WALL-BASED EQUIPMENT
AGILITY TURF
BATTING CAGES



Hoffman
Planning, Design & Construction, Inc.

LEGEND

Doors: AL = Aluminum; FG = Fiberglass; HM = Hollow Metal; WD = Wood
Door Hardware: CR = Card Reader; AO = Auto Operator
Flooring / Base: CPT: Carpet tile flooring CT: Ceramic Tile; EPX: Epoxy LVT: Luxury Vinyl Tile / Nora; SC: Sealed Concrete PC: Polished Concrete; RB: Rubber Base WOT: Walk-Off (carpet) Tile
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Casework / Countertops: PLAM: Plastic laminate; SS: Solid Surface
Equipment: AP: Acoustic Panel CG: Cornerguard; MB: Markerboard TB: Tackboard; SB: Smartboard-Monitor

FITNESS 2nd FLR : N2FLA-01

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North

APPLETON NORTH HS

PROJECT NO: 23465 - DESIGN DEVELOPMENT SUBMITTAL

BASIC FEATURE SUMMARY

FINISH NOTES:

ROOM	FLR	BASE	WALLS	CEILING	CASEWK	EQUIPMENT
BIOLOGY LAB	EPX-1	RB	PT-1	ACT-1	P-LAM	SEE BELOW
CHEMISTRY LAB	EPX-1	RB	PT-1	ACT-1	P-LAM	SEE BELOW
"OFFICES"	CPT-1	RB	PT-1	ACT-1	--	
STAFF WK/BREAK	CPT-1*	RB	PT-1	ACT-1	EX	

*BREAKRM VCT TO REMAIN

HVAC NOTES:

PURGE EXHAUST IN BIOLOGY
EXHAUST CONNECTION FOR CHEMISTRY FUME HOOD
RECONFIGURE EXISTING DIFFUSERS AS REQUIRED
NO SPECIALTY CHEMICAL OR ACID EXHAUST REQUIRED; MAINTAIN EX. PREP ROOM

PLUMBING NOTES:

EMERG. EYE WASH - SHOWER STATIONS WITH FLOOR DRAINS
INTEGRAL SCIENCE SINKS WITH FAUCET, STANDARD AERATOR
CHEMICAL-RESISTANT PIPING AND ACID DILUTION FIXTURES
DUAL BARBED GAS NOZZLES BETWEEN SINKS, WITH CENTRAL SHUTOFF
CHEMISTRY FUME HOOD: INTEGRAL SINK w/ H&CW AND GAS WITH BARBED NOZZLES
EXTENSION OF EXISTING FIRE SUPPRESSION SYSTEM IN THIS AREA (SPRINKLERS)

ELECTRICAL - TECHNOLOGY NOTES:

CORD REELS ABOVE CENTRAL DESK AREAS, PERIMETER RECEPTACLES
CONNECTION TO FUME HOOD
WI-FI ACCESS POINTS; DATA CONNECTION TO VIEWSONIC
NEW PANEL

SPECIAL FEATURES / COMMENTS:

MOBILE STUDENT TABLES w/ ADJUSTABLE LEGS, CASTERS AND EPOXY TOPS
P-LAM CABINETS w/ BLACK EPOXY TOPS AND EPOXY SINKS
FIRE EXTINGUISHERS, FIRE BLANKETS PROVIDED EACH LAB
GLASSWARE DRAINAGE BOARD EACH ROOM. NO GOGGLE CABINETS REQUIRED.
NO GLASS FRONTS ON UPPER CABINETS
SECONDARY ACCESS TO EXISTING PREP ROOM / STORAGE

Hoffman
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LEGEND

Doors: AL = Aluminum; FG = Fiberglass; HM = Hollow Metal; WD = Wood
Door Hardware: CR = Card Reader; AO = Auto Operator
Flooring / Base: CPT: Carpet tile flooring CT: Ceramic Tile; EPX: Epoxy LVT: Luxury Vinyl Tile / Nora; SC: Sealed Concrete PC: Polished Concrete; RB: Rubber Base WOT: Walk-Off (carpet) Tile
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Equipment: AP: Acoustic Panel CG: Cornerguard; MB: Markerboard TB: Tackboard; SB: Smartboard-Monitor

SCIENCE LABS : S2FL-02

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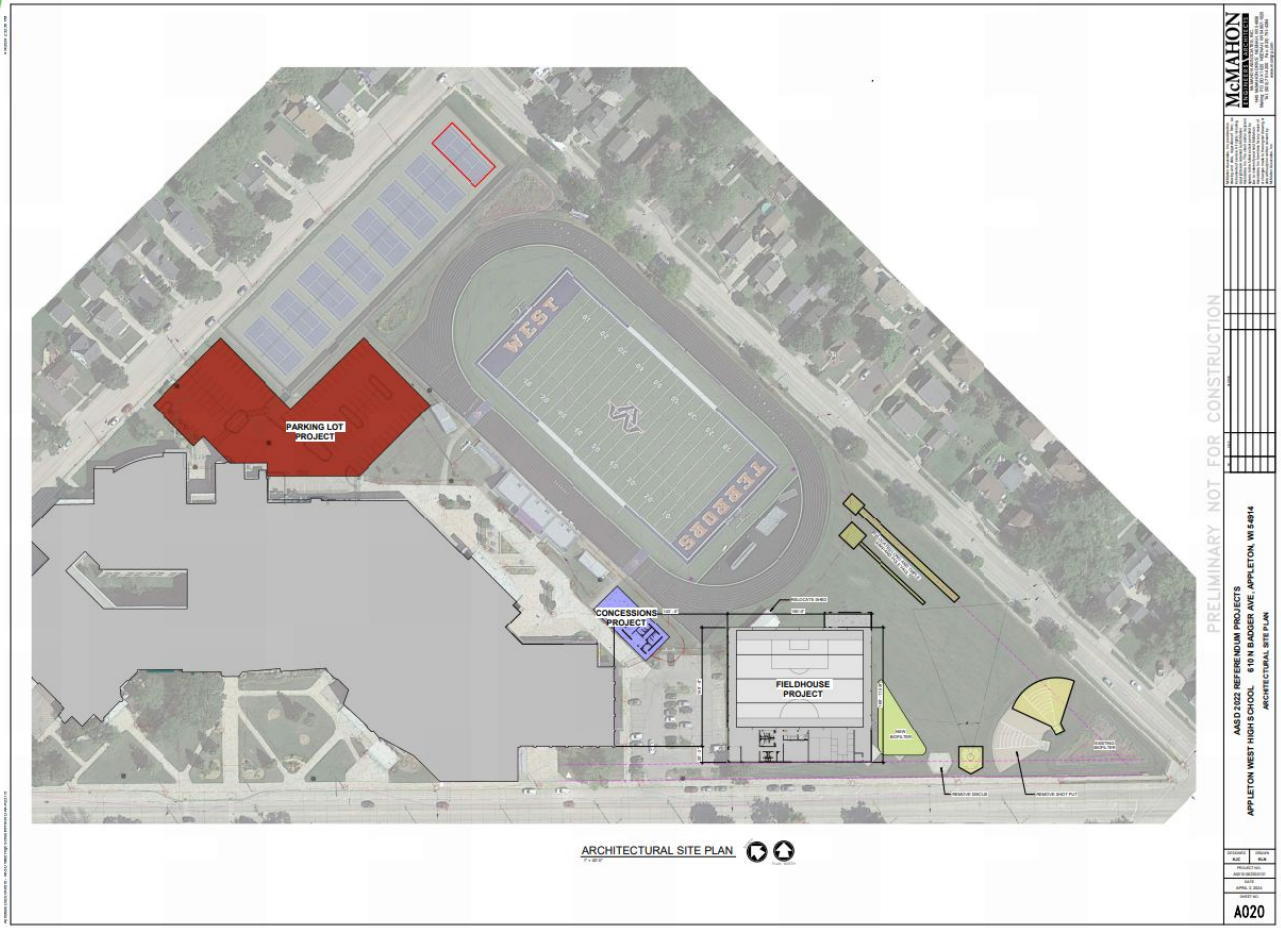
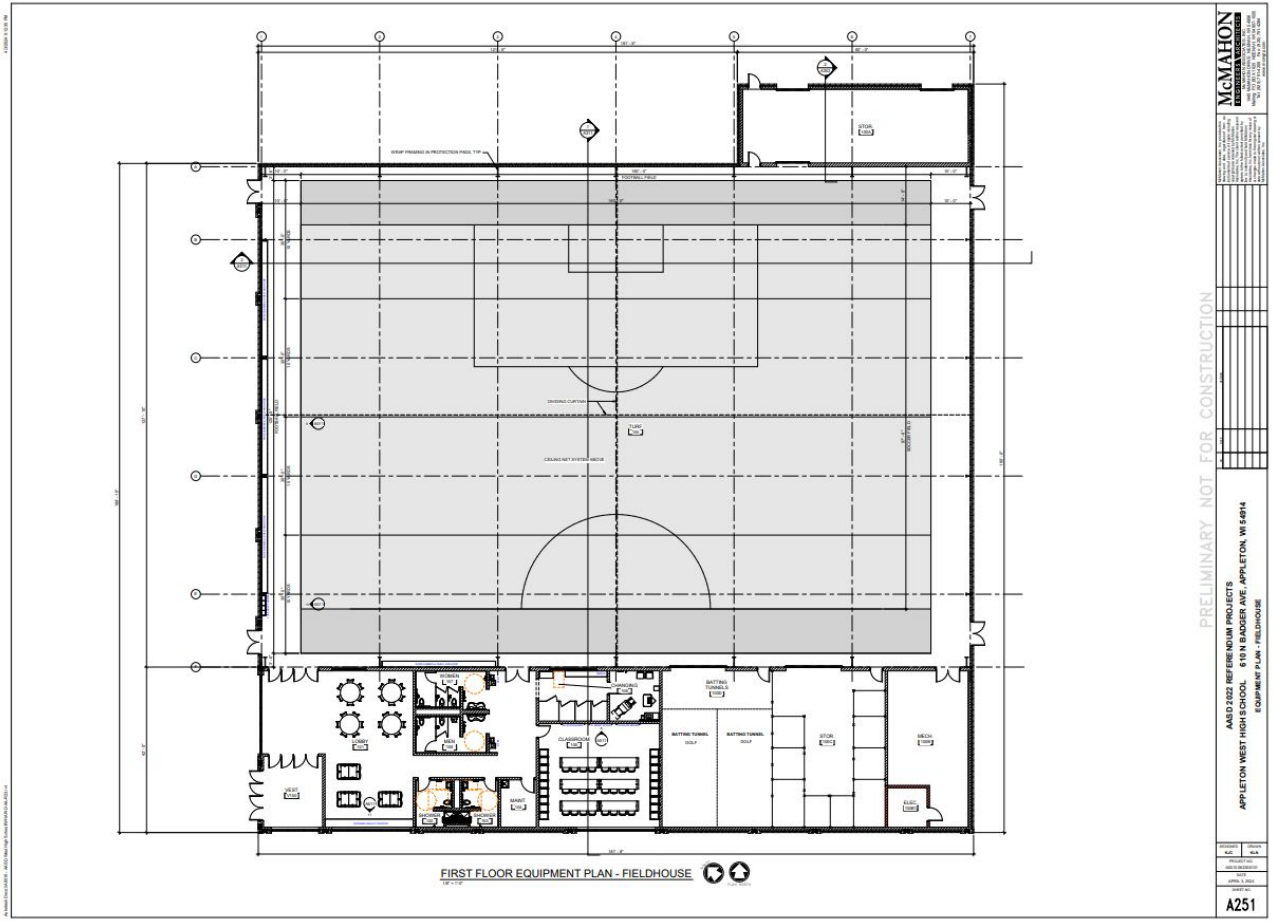
West


PARKING LOT PROJECT
CONCESSIONS PROJECT
FIELDHOUSE PROJECT
WEST
TERRIERS
PRELIMINARY NOT FOR CONSTRUCTION
McMAHON
ENGINEERS ARCHITECTS
AASD 2023 REFERENDUM PROJECTS
APPLETON WEST HIGH SCHOOL 615 N BADGER AVE., APPLETON, WI 54914
ARCHITECTURAL SITE PLAN
A020
ARCHITECTURAL SITE PLAN

West


FIRST FLOOR EQUIPMENT PLAN - FIELDHOUSE
PRELIMINARY NOT FOR CONSTRUCTION
McMAHON
ENGINEERS ARCHITECTS
AASD 2022 REFERENDUM PROJECTS
APPLETON WEST HIGH SCHOOL 610 N BADGER AVE, APPLETON, WI 54914
EQUIPMENT PLAN / FIELDHOUSE
A251

Capital Projects Update

AASD Board of Education Meeting, April 8, 2024

APPLETON AREA
SCHOOL DISTRICT

Capital Projects

Budget as of July 1, 2023

Fund 41:	$2,460,000.00
Carryover:	$1,574,016.85
Total:	$4,034,016.85

Account as of April 3, 2024

Fund 41:	$3,368,440.71
Pending Costs:	$881.829.42
Total Carryover:	$2,486,611.29

($1.5M Referendum)

Proposed FY 24/25 Budget

Fund 41:	$2,460,000.00
Carryover:	$2,486,611.29
Referendum (23/24):	$1,500,000.00
Referendum (23/24):	$1,500,000.00
Total Available:	$1,946,611.29

23/24 Project Summary

AASD

North Cluster Roof Repairs	$66,000.00
West Cluster Wall Surveys	$34,500.00
Bathroom Remodels (Franklin/Johnston)	$234,500.00

Badger

Exterior Block Painting	$6,500.00
Asphalt Playground Drainage Upgrades	$75,200.00

Columbus

Boiler Room Wall Repairs	$6,500.00
RISE Program	$25,200.00

23/24 Project Summary

<u>Dunlap</u>	
Boiler Retube Project	$45,700.00
Fire Alarm Control Panel Replacement	$11,500.00
<u>East</u>	
Track Repairs & Line Painting	$21,500.00
Schaffer St Lot Repairs	$35,300.00
<u>Einstein</u>	
Generator Improvements	$32,300.00
<u>Foster</u>	
Hot Water Heater Replacement	$6,700.00

23/24 Project Summary

<u>Horizons</u>	
Roof Replacement Project	$296,000.00
<u>Houdini</u>	
Parking Lot Reconstruction Project	$276,000.00
<u>Morgan</u>	
Pride Program Expansion	$9,500.00
Central HS - Office A/C Replacement	$8,100.00

23/24 Project Summary

North

Glycol Piping Replacement	$57,900.00
VFD Replacements	$28,900.00
Remaining Site Asphalt Mill & Overlay	$159,000.00

Sager Center (Classical School)

Front Doors Replacement	$12,400.00

West

Pool Boiler Heat Exchanger Replacement	$15,700.00

Project Category Summary

Asbestos Abatement ($50k)

Asphalt Replacement ($200k)

Bathroom Remodel ($100k)

Ceiling Replacement ($15k)

Contingency ($50k)

Clock System Upgrade/Replacement ($25k)

Concrete Replacement ($70k)

Door Replacement ($75k)

Equipment & Furniture ($200k)

Fire Alarm Update/Replacement ($125K)

Flooring Replacement ($75k)

Generator Upgrades/Install ($100k)

HVAC Upgrades ($110k)

Lighting Upgrade ($75k)

Misc. Projects ($275k)

A System Upgrade ($35k)

Playground Equipment ($50k)

Professional Services ($85k)

Roof Repair/Replacement ($400k)

Security Projects ($50k)

Tuckpointing/Masonry Repair ($50k)

Water/Sewer Lateral Replacements ($45k)

Window Replacement ($200k)

P

24/25 Proposed Projects

Asphalt Replacement

Huntley	Playground Area Reconstruction	$175,000.00

Roofs

North	Replace Roof Areas 14-19	$538,000.00
East Cluster	Repair Project	$30,000.00

Tuckpointing/Masonry Repairs (TBD)

West Cluster	Misc. Repairs	$100,000.00

24/25 Proposed Projects

Total Proposed:	$743,000.00
Tuckpointing (TBD):	$100,000.00
Contingency:	$100,000.00

<u>FY 24/25 Budget</u>

Fund 41:	$2,460,000.00
Carryover:	$2,486,611.29
Referendum (23/24)	$1,500,000.00
Referendum (24/25)	$1,500,000.00

Total Available:	$1,946,611.29
Total Requested:	$943,000.00
Anticipated Carryover:	$1,003,611.29

5-yr Plan

FUND 41 CAPITAL PROJECTS	Budget	2024/2025	2025/2026	2026/2027	2027/2028	2028/2029
Authorized Budget - Fund 41	$ 2,460,000.00	$ 2,460,000.00	$ 2,460,000.00	$ 2,460,000.00	$ 2,460,000.00	$ 2,460,000.00
Fund 41 Carryover		$ 2,486,611.29	$ 1,003,611.29			
Referendum Commitment		$ 3,000,000.00	$ 1,500,000.00			
Fund 41 Budget Total	$ 2,460,000.00	$ 1,946,611.29	$ 1,963,611.29	$ 2,460,000.00	$ 2,460,000.00	$ 2,460,000.00
Project Category Totals	$ 2,460,000.00	$ 943,000.00	$ 1,000,000.00	$ 2,460,000.00	$ 2,460,000.00	$ 2,460,000.00
BALANCE	$ -	$ 1,003,611.29	$ 963,611.29	$ -	$ -	$ -
Project Category						
ASBESTOS ABATEMENT	$ 50,000.00		$ -	$ 50,000.00	$ 50,000.00	$ 50,000.00
ASPHALT REPLACEMENT	$ 200,000.00	$ 175,000.00	$ 350,000.00	$ 300,000.00	$ 300,000.00	$ 300,000.00
BATHROOM REMODELS	$ 100,000.00	$ -	$ -	$ 100,000.00	$ 100,000.00	$ 100,000.00
CONTINGENCY	$ 50,000.00	$ 100,000.00	$ 100,000.00	$ 60,000.00	$ 60,000.00	$ 60,000.00
CEILING REPLACEMENT	$ 15,000.00	$ -	$ -	$ 50,000.00	$ 50,000.00	$ 50,000.00
CLOCK SYSTEM UPGRADE / REPLACEMENT	$ 25,000.00	$ -	$ -	$ 15,000.00	$ 15,000.00	$ 15,000.00
CONCRETE REPLACEMENT	$ 65,000.00	$ -	$ -	$ 40,000.00	$ 40,000.00	$ 40,000.00
DOOR REPLACEMENT	$ 75,000.00	$ -	$ -	$ 75,000.00	$ 75,000.00	$ 75,000.00
EQUIPMENT & FURNITURE	$ 200,000.00	$ -	$ -	$ 50,000.00	$ 50,000.00	$ 50,000.00
FIRE ALARM UPDATE / REPLACEMENT	$ 100,000.00	$ -	$ -	$ 150,000.00	$ 150,000.00	$ 150,000.00
FLOORING REPLACEMENT	$ 75,000.00	$ -	$ -	$ 100,000.00	$ 100,000.00	$ 100,000.00
GENERATOR UPGRADES / INSTALLS	$ 100,000.00	$ -	$ -	$ -	$ -	$ -
HVAC (Boilers, DDC, AC)	$ 110,000.00	$ -	$ -	$ 200,000.00	$ 200,000.00	$ 200,000.00
LIGHTING UPGRADE PROJECTS	$ 75,000.00	$ -	$ -	$ 100,000.00	$ 100,000.00	$ 100,000.00
MISC. CAPITAL PROJECTS	$ 275,000.00	$ -	$ -	$ 300,000.00	$ 300,000.00	$ 300,000.00
PA SYSTEM UPGRADE / REPLACEMENT	$ 35,000.00	$ -	$ -	$ 35,000.00	$ 35,000.00	$ 35,000.00
PLAYGROUND EQUIPMENT REPLACEMENT	$ 50,000.00	$ -	$ -	$ 50,000.00	$ 50,000.00	$ 50,000.00
PROFESSIONAL SERVICES - DESIGN & ENGINEERING	$ 85,000.00	$ -	$ -	$ 85,000.00	$ 85,000.00	$ 85,000.00
ROOF REPAIR / REPLACEMENT	$ 600,000.00	$ 568,000.00	$ 550,000.00	$ 600,000.00	$ 600,000.00	$ 600,000.00
SECURITY SYSTEMS UPGRADE / REPLACEMENT (ENTRANCES, CAMERAS,	$ 50,000.00	$ -	$ -	$ -	$ -	$ -
TUCKPOINTING / MASONRY REPAIR	$ 50,000.00	$ 100,000.00	$ -	$ 100,000.00	$ 100,000.00	$ 100,000.00
UPS REPLACEMENTS	$ -	$ -	$ -	$ -	$ -	$ -
WATER/SEWER LATERAL REPLACEMENTS	$ 45,000.00	$ -	$ -	$ -	$ -	$ -
WINDOW REPLACEMENTS	$ 30,000.00	$ -	$ -	$ -	$ -	$ -

Auditorium Projects Update

AASD Board of Education Meeting, April 8, 2024

APPLETON AREA
SCHOOL DISTRICT

Recent Auditorium Projects

East

Dimmer Rack Replacement	$75,000.00 (District)
Infrastructure Power Upgrades	$69,000.00 (Capital)
Stage Floor Replacement	$47,650.00 (District)

North

Ticket Booth	$13,000.00 (Site)
Vestibule Construction	$52,750.00 (Site)
Stage Lighting Upgrades Phase 1	$99,938.00 (Site)
Stage Floor Replacement	$40,264.00 (District)
Lighting Upgrades Phase 2 (Future)	$125,000.00 (District & Site)

West

Lighting Upgrades (House & Stage)	$295,695.03 ($100k Site, $100k District, $95,695.03 Capital)

Recent Auditorium Projects

Einstein

Stage Lighting, Controls & Rigging Replacement	$34,700.00 (District)

Madison

Stage Lighting, Controls & Rigging Replacement	$114,000.00 (District)
House Lighting/Ceiling Replacement	$89,000.00 (Capital)

Board of Education

Work Session Schedule

2023-2024

Monday, July 24, 2023	Pre-Meeting Work Session	4:00 - 5:45 PM
Monday, August 14, 2023	Pre-Meeting Work Session	4:00 - 5:45 PM
Wednesday, August 23, 2023	Stand-Alone Work Session	9:00 - 11:00 AM
Monday, September 11, 2023	Pre-Meeting Work Session	4:00 - 5:45 PM
Wednesday, September 20, 2023	Stand-Alone Work Session	7:30 - 10:30 AM
Monday, October 9, 2023	Pre-Meeting Work Session	4:00 - 5:45 PM
Wednesday, October 18, 2023	Stand-Alone Work Session	7:30 - 10:30 AM
Wednesday, November 15, 2023	Stand-Alone Work Session	7:30 - 10:30 AM
Wednesday, December 20, 2023	Stand-Alone Work Session	7:30 - 10:30 AM
Monday, January 8, 2024	Pre-Meeting Work Session	4:00 - 5:45 PM
Wednesday, February 21, 2024	Stand-Alone Work Session	7:30 - 10:30 AM
Wednesday, March 13, 2024	Stand-Alone Work Session	7:30 - 10:30 AM
Monday, April 8, 2024	Pre-Meeting Work Session	4:00 - 5:45 PM
~~Wednesday, April 17, 2024~~ Canceled	~~Stand-Alone Work Session~~	~~7:30 - 10:30 AM~~
Monday, May 6, 2024	Pre-Meeting Work Session	4:00 - 5:45 PM
~~Wednesday, May 15, 2024~~ Canceled	~~Stand Alone Work Session~~	~~7:30 - 10:30 AM~~
Monday, June 10, 2024	Pre-Meeting Work Session	3:00 - 5:45 PM
Wednesday, June 26, 2024	Stand-Alone Work Session	7:30- 10:30 AM

The Board of Education will be meeting in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A, Appleton, WI. (Note: Entrance is on Washington Street, across from the East Ramp, near Morrison Street.)

As with all meetings of the Board, work sessions are open to the public in accordance with Wisconsin Open Meetings Law. Members of the public are welcome to attend.

Board of Education Work Sessions are conducted for the purpose of information gathering and in-depth discussion. Official Board actions are reserved for Board of Education meetings only; there is no official action of the Board taken during a work session.

Please call 920-852-5300, ext. 60111 for more information.

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract(s) - Preliminary Notice of Non-renewal(s)

Background Information: Wisconsin Statue §118.22 required teachers not receiving contracts for the upcoming school year to receive both a preliminary notice of non-renewal and a final notice of non-renewal by specific dates.

The Board of Education is required to provide teachers with written notice of renewal or non-renewal on or before May 15. Per Statute, at least 15 days prior to giving written notice of refusal to renew a teacher's contract for the ensuing school year, the employing board shall inform the teacher by preliminary notice in writing that the board is considering nonrenewal of the teacher's contract and that, if the teacher files a request therefore with the board within 5 days after receiving the preliminary notice, the teacher has the right to a private conference with the board prior to being given written notice of refusal to renew the teacher's contract.

Instructional Impact: None

Fiscal Impact: None

Administrative Recommendation: Approval

Contact Person(s): Julie King, (920) 852-5302

BOE: 4/8/24

SCHOOL BOARD SPRING ELECTION

April 2, 2024

UNOFFICIAL

ELECTION NIGHT RESULTS

Candidate	Total Votes
Edward Ruffolo	9,424
Kay Eggert	11,070

Official results will be posted following the Election Canvass. The two candidates who receive the highest number of votes will have been elected to the school board.

Per Wisconsin State Statute, the two candidates who receive the highest number of votes will be elected to the regular three-year terms.