



**District
Mission:**

LCSD Challenges students to reach their fullest potential through personal, engaged and rigorous learning in the classroom and beyond.

**Board
Priorities:**

Ensure all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career.

Every day, we are college or career ready.

Provide all students with engaging learning opportunities.

Rigor and engagement are everywhere.

Create a space that is safe, inclusive and welcoming for all.

Diversity and culture make us better.

Plan and execute the capital and human capital investments that will make our district better.

We plan for the future.

Lake County School District Board of Education
Nov. 8, 2021 6:30 pm Regular Meeting
Location: District Office-Room 11 & via Zoom

1. 6:30 Call to order
2. 6:31 Pledge of Allegiance
3. 6:32 Roll Call
4. 6:33 Preview Agenda
5. 6:34 Public Participation

Members of the public who wish to address the board on non-agenda items are welcome to do so at this time. Please sign up with board secretary. We ask you to please observe the following guidelines:

- Confine your comments to matters that are germane to the business of the School District.
- Recognize that students often attend or view our meetings. Speaker's remarks, therefore, should be suitable for an audience that includes kindergarten through twelfth grade students.
- Understand that the board cannot discuss specific personnel matters or specific students in a public forum.

6. 6:40 Consent Agenda
 - a. Oct. 11, 2021 Regular Meeting Minutes
 - b. Oct. 18, 2021 Special Meeting Minutes
 - c. Oct. 25, 2021 Special Meeting Minutes
 - d. Employee Status
7. 6:41 Action Items
 - a. Certify Election Results
 - b. Oath of Office and Swearing in of elected board members
 - c. Election of Board President
 - d. Election of Board Vice President
 - e. Election of Secretary
 - f. Election of Treasurer
8. 7:00 Discussion Items
 - a. 7:00 Board Roles
 - b. 7:15 Healthy Kids Colorado Survey
 - c. 7:45 LCES Furniture
9. 7:50 Break
10. 7:55 Student Representative reports
11. 8:00 Oversight Calendar
 - a. Policy review SP-1 through SP-5
12. 8:20 Superintendent Update
13. 8:30 Board Reports
14. Agenda planning
15. Adjourn
16. Meeting or event:
 - a. Nov. 22, 2021 Work Session 6:30 pm @ District Office/Zoom
 - b. Dec. 13, 2021 Regular Meeting 6:30 pm @ District Office/Zoom

Estimated duration of meeting is 2.5 to 3 hours **Updated 11/4/2021

A few welcoming notes:

The board's meeting time is dedicated to its strategic mission and top priorities. • The "consent agenda" has items which have either been discussed prior or are highly routine. By not discussing these issues, we are able to spend time on our most important priorities. • "Public participation" is an opportunity to present brief comments or pose questions to the board for consideration or follow-up. Time limits are 3 minutes for individual speakers if fewer than 20 individuals have signed up to speak; 2 minutes' limit and 5 minutes for groups of 20 signed up; and 1 minute for individual and 3 minutes for groups if more than 30 have signed up to speak. Please see Board Policy GP-14 (Governance Process) for the full policy. The boundaries are designed to help keep the strategic meeting focused and in no way limits conversations beyond the board meeting. • Your insights are needed and welcomed and the board encourages you to request a meeting with any board member, should you have something to discuss. • If you are interested in helping the district's achievement effort, please talk with any member of the leadership team or call the district office at 719-486-6800. Opportunities abound. Your participation is highly desired.



Mision del Distrito:

LCSd desafía a los estudiantes a alcanzar su máximo potencial a través del aprendizaje personal, comprometido y riguroso en el aula y más allá.

Prioridades de la junta:

Asegúrese de que todos los estudiantes se mantengan en o por encima del nivel de grado cada año y se gradúen preparados para implementar con éxito un plan para la universidad o una carrera.

Todos los días estamos preparados para la universidad o una carrera.

Brindar a todos los estudiantes oportunidades de aprendizaje interesantes.

El rigor y el compromiso están en todas partes.

Crea un espacio seguro, inclusivo y acogedor para todos.

La diversidad y la cultura nos hacen mejores.

Planificar y ejecutar las inversiones de capital y capital humano que mejorarán nuestro distrito.

Planeamos para el futuro.

Junta de Educación del Distrito Escolar del Condado de Lake 8 de noviembre de 2021 6:30 pm Reunión ordinaria Ubicación: Oficina del distrito y via Zoom

1. 6:30 Llamada al orden
2. 6:31 Juramento a la bandera
3. 6:32 Pasar lista
4. 6:33 Vista previa de la agenda
5. 6:34 Participación pública

Los miembros del público que deseen dirigirse a la junta sobre temas que no estén en la agenda pueden hacerlo en este momento. Regístrese con el secretario de la junta. Le pedimos que observe las siguientes pautas:

- Limite sus comentarios a asuntos relacionados con los negocios del Distrito Escolar.
- Reconozca que los estudiantes a menudo asisten o ven nuestras reuniones. Por lo tanto, los comentarios del orador deben ser adecuados para una audiencia que incluya a estudiantes de jardín de infantes a duodécimo grado.
- Entender que la junta no puede discutir asuntos específicos de personal o estudiantes específicos en un foro público.

6. 6:40 Agenda de consentimiento
 - a. Acta de la reunión ordinaria del 11 de Octubre de 2021
 - b. Acta de la reunión especial del 18 de Octubre de 2021
 - c. Acta de la reunión especial del 25 de Octubre de 2021
 - d. Estado de empleado
7. 6:41 Elementos de acción
 - a. Certificar los resultados de las elecciones
 - b. Juramento del cargo y juramento de los miembros de la junta electos
 - c. Elección del presidente de la junta
 - d. Elección de Vicepresidente de la junta
 - e. Elección de secretario
 - f. Elección de tesorero
8. 7:00 Tema de discusión
 - a. Roles de la junta
 - b. Encuesta Healthy Kids Colorado
 - c. Mobiliario LCES
9. 7:50 rotura
10. 7:55 Informes del representante estudiantil
11. 8:00 Calendario de supervisión
 - a. Revision de politicas SP-1 a SP-5
12. 8:20 Actualización del Superintendente
13. 8:30 Informes de la junta
14. Planificación de la agenda
15. Aplazar
16. Next Reunion o evento:
 - a. 22 de noviembre de 2021 sesión de trabajo 6:30 pm en la oficina del distrito/Zoom
 - b. 13 de diciembre de 2021 reunión regular 6:30 pm en la oficina del distrito/Zoom

La duración estimada de la reunión es de 2,5 a 3 horas ** Actualizado el 4 de noviembre de 2021

Algunas notas de bienvenida:

El tiempo de reunión de la junta se dedica a su misión estratégica y sus principales prioridades. • La "agenda de consentimiento" tiene elementos que han sido discutidos previamente o son muy rutinarios. Al no discutir estos temas, podemos dedicar tiempo a nuestras prioridades más importantes. • La "participación pública" es una oportunidad para presentar breves comentarios o plantear preguntas a la junta para su consideración o seguimiento. Los límites de tiempo son 3 minutos para oradores individuales si menos de 20 personas se han inscrito para hablar; Límite de 2 minutos y 5 minutos para grupos de 20 inscritos; y 1 minuto para individuales y 3 minutos para grupos si más de 30 se han inscrito para hablar. Consulte la Política de la Junta GP-14 (Proceso de gobernanza) para conocer la política completa). Los límites están diseñados para ayudar a mantener la reunión estratégica enfocada y de ninguna manera limita las conversaciones más allá de la reunión de la junta. • Sus ideas son necesarias y bienvenidas y la junta le anima a solicitar una reunión con cualquier miembro de la junta, en caso de que tenga algo que discutir. • Si está interesado en ayudar en el esfuerzo de rendimiento del distrito, hable con cualquier miembro del equipo de liderazgo o llame a la oficina del distrito al 719-486-6800. Abundan las oportunidades. Su participación es muy deseada d.

A few welcoming notes:

The board's meeting time is dedicated to its strategic mission and top priorities. • The "consent agenda" has items which have either been discussed prior or are highly routine. By not discussing these issues, we are able to spend time on our most important priorities. • "Public participation" is an opportunity to present brief comments or pose questions to the board for consideration or follow-up. Time limits are 3 minutes for individual speakers if fewer than 20 individuals have signed up to speak; 2 minutes' limit and 5 minutes for groups of 20 signed up; and 1 minute for individual and 3 minutes for groups if more than 30 have signed up to speak. Please see Board Policy GP-14 (Governance Process) for the full policy). The boundaries are designed to help keep the strategic meeting focused and in no way limits conversations beyond the board meeting. • Your insights are needed and welcomed and the board encourages you to request a meeting with any board member, should you have something to discuss. • If you are interested in helping the district's achievement effort, please talk with any member of the leadership team or call the district office at 719-486-6800. Opportunities abound. Your participation is highly desired.

SCHOOL BOARD MINUTES

Regular Meeting

Oct. 11, 2021

Meeting called to order –Director Contreras called the meeting to order.

Roll Call of Members - The regular meeting of the Board of Directors for Lake County School District R-1 was called to order on Oct. 11, 2021, at 6:300 p.m. and was held at the District Office and via Zoom. Directors Baker, Contreras, Federico, Solomon, Weston and Superintendent Massey were present. Student Representative Allen was present.

Pledge of Allegiance –Superintendent Massey led the pledge of allegiance.

Preview of agenda- No changes were needed.

Public Participation- N/A

Approval of consent agenda items- It was moved by Director Solomon to approve the consent agenda. Director Baker seconded the motion;

	Baker	Contreras	Federico	Solomon	Weston
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

Action Items- It was moved by Director Solomon to approve Resolution NO. 22-04-Surlus of property. Director Baker seconded the motion;

	Baker	Contreras	Federico	Solomon	Weston
Aye	X	X	X	X	X
Nay					
Absent					

Abstain					
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motion carried 5-0-0-0.

Discussion Item- Andi Weigel shared a video from the LLT team. Members of the team (Katie Pongrekun, Leah Delynko, Devin Riggs) were present and went over the results and spoke to the findings and needs from the audit.

Superintendent Massey gave an update on the strategic plan.

Paul Anderson gave an update on the mill levy correction.

A short break was taken and the meeting resumed.

Oversight Calendar- Superintendent Massey gave an update on student achievement.

Student representative report- Representative Allen was in attendance and reported on Homecoming and the shortage of a Spanish teacher at the high school.

Superintendent Update- Superintendent Massey reported on the progress for the principal position at the high school and Proposition 120.

Board reports- Director Contreras had no report but shared that she had been sharing the video on school finance and how she appreciated having that. Director Baker had no report. Director Federico had no report. Director Solomon spoke of attending the Policy Council Meeting. Director Weston spoke of there not being a quorum for the LURA meetings but hoping to have a meeting on the 28th of October.

Upcoming meetings and agenda planning were discussed. The Special Meeting on Oct. 18th will be a question-and-answer night for the three candidates running for school board.

It was moved by Director Solomon to adjourn the meeting. Director Weston seconded the motion; motion carried.

Meeting adjourned at 8:44 pm.

ATTEST:

Felicia (Federico) Roeder, Secretary

Eudelia Contreras, President

SCHOOL BOARD MINUTES

Special Meeting

Oct. 18, 2021

Meeting called to order –Director Contreras called the meeting to order and she led the Pledge of Allegiance.

Roll Call of Members - The special meeting of the Board of Directors for Lake County School District R-1 was called to order on Oct. 18, 2021, at 6:31 p.m. and was held via Zoom. Directors Baker, Contreras, Federico, Solomon, Weston and Superintendent Massey were present.

Director Contreras welcomed the three candidates running for school board in November which include John Baker, Felecia Federico Roeder and Stephanie McElhinney and asked them to introduce themselves. Next, she led the question-and-answer portion of the meeting and then thanked them for their time and for running for school board.

It was moved by Director Weston to adjourn the meeting. Director Baker seconded the motion; motion carried.

Meeting adjourned at 6:57 pm.

ATTEST:

Felicia (Federico) Roeder, Secretary

Eudelia Contreras, President

SCHOOL BOARD MINUTES

Special Meeting

Oct. 25, 2021

Meeting called to order –Director Solomon called the meeting to order.

Roll Call of Members - The special meeting of the Board of Directors for Lake County School District R-1 was called to order on Oct. 25, 2021, at 6:31 p.m. and was held at the District Office and via Zoom. Directors Baker, Solomon, Weston and Superintendent Massey were present. Director Contreras and Federico were absent and excused.

Preview Agenda- No changes needed.

Public Participation- NA

Discussion Items: Superintendent Massey spoke on holding an Accountability Meeting and very low participation. Our Family Connectors will be reaching out to families this week during conferences to talk with families and see if there is any interest from families for this committee.

Action Item: It was moved by Director Baker to approve the District and School Improvement Plans. Director Weston seconded the motion.

	Baker	Contreras	Federico	Solomon	Weston
Aye	X			X	X
Nay					
Absent		X	X		

motion carried 3-0-2.

It was moved by Director Baker to approve the Head Start Continuation Grant Year 3.

Director Weston seconded the motion. Mary Jelf was in attendance and spoke to the board in regards to the application and answered questions.

	Baker	Contreras	Federico	Solomon	Weston
Aye	X			X	X
Nay					
Absent		X	X		

motion carried 3-0-2.

Oversight Calendar: Paul Anderson, Dj Nephew and Pat Cade were in attendance and spoke regarding IT projects and student support from the IT Department for the district. Policy review will be moved to the next board meeting in November and not reviewed at this meeting.

Agenda planning was discussed, and Director Weston asked if there were any limitations to the literacy grants that the board would need to help to look to support. Superintendent Massey said at this time, she didn't see any but was appreciated the support and will bring back to the board if needed. Upcoming meetings were planned, and it was moved by Director Weston to adjourn the meeting. Director Baker seconded the motion; motion carried.

Meeting adjourned at 7:38 pm.

ATTEST:

Felicia (Federico) Roeder, Secretary

Eudelia Contreras, President

Lake County School District R-1
Employee Status Report
November 8, 2021

prepared on: 11/4/2021

Certified Staff

Recommended for Hire

<u>Name</u>	<u>Assignment</u>	<u>Degree</u>	<u>License- Endorsement</u>	<u>Experience</u>
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Transfers

<u>Name</u>	<u>Current Assignment</u>	<u>Transfer Assignment</u>	<u>Location</u>	<u>Effective</u>
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Resignations/Terminations

Brassington, Robert	7th Grade Social Studies			11/5/2021
Moffett, Kimberly	HS Special Education			10/11/2021
Sederquist, Christie	IS Special Education			12/17/2021
Wood, Donna	IS Special Education			10/25/2021

Eudelia Contreras, President

Felicia (Federico) Roeder, Secretary

**Lake County School District R-1
Employee Status Report
November 8, 2021**

11/4/2021

Support Staff/Classified

Recommended for Hire

Alba, Cinthya	Custodian	LCIS
Austin, Torianne	Substitute	District
Baker, Ashleigh	Substitute	District
Penas, Ember	Substitute	District
McElhinney, Stephanie	Substitute	District
Ault, Lisa	Custodian	LCES
Morales, Enrique	Custodian	LCES
Thorud, Abigail	Project Dream	LCES
Seirra, Jose	Special Education Paraprofessional	LCHS

Transfers

<u>Name</u>	<u>Current Assignment</u>	<u>Transfer Assignment</u>	<u>Effective</u>
Gurrola, Analy	ELD Instructional Paraprofessional -LCES	Bilingual Secretary - LCES	11/2/2021
Rudy, Alison	Special Education Paraprofessional -LCHS	Instructional Paraprofessional -CCHS	11/8/2021

Resignations/Terminations

Escobar, Josefa	Custodian	LCIS	9/21/2021
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Eudelia Contreras, President

Felicia (Federico) Roeder, Secretary

**Lake County School District R-1
Employee Status Report
November 8, 2021**

11/4/2021

Current Openings

Certified/Staff

3-6 Counselor	LCIS	2021-2022
7th Grade Social Studies Teacher	LCHS	2021-2022
ELD Teacher	LCES	2021-2022
Principal	LCHS	2021-2022 Or 2022-2023
Social/Emotional Professional (Counselor/Social Worker)	WPE	2021-2022
Special Education Teachers (3)	2- LCIS; 1- LCHS	2021-2022
Temporary Speech Language Pathologist	Grades 3-12	Through December 2021

Classified/Support Staff

Bus Drivers (1)	District	2021-2022
Family Engagement Coordinator	District	2021-2022
Full Time and Part Time Family Connectors	District	2021-2022
IT Manager	District	2021-2022
Maintenance Technician	District	2021-2022
Out of School Time Leaders	District	2021-2022
Preschool Lead, Substitute and Assistant Teachers	Center	2021-2022
Safety Paraprofessional	LCHS	2021-2022
Special Education Paraprofessional	LCHS	2021-2022
Substitutes: Teacher, Classroom Aide, Bus Drivers, Preschool Teachers	District	2021-2022

Coaches/Athletics

**STATE OF
COLORADO**



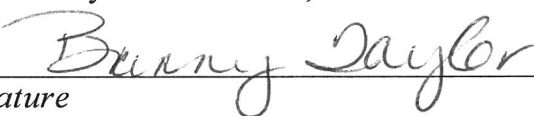
**Lake County School
District R1
In**

Lake County

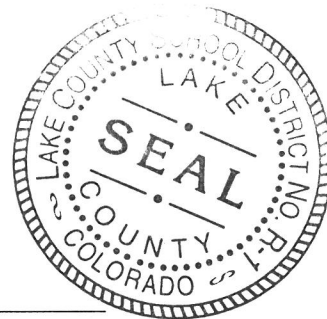
I, Bunny Taylor, Designated Election Official, within and for Lake County School District R1, do hereby certify that at the Regular Biennial School Election on November 2, 2021, the following two (2) candidates received the highest number of votes cast for the office of School Director in and for said School District:

1. Felecia Federico Roeder (1,142 votes)
2. John David Baker (923 votes)

I have hereunto set my hand and Official Seal,
this 8th day of November, 2021.



Signature



Lake County School District, Designated Election Official

OATH OF OFFICE
School Board Director

On this 8th day of November, 2021, I, John Baker, having been duly elected as a director of the Board of Education, Lake County School District, Colorado, do solemnly swear that I will faithfully perform the duties of the office of school director as required by law and will support the Constitution of the United States, the constitution of the State of Colorado, and the laws made pursuant thereto.

John Baker

The foregoing oath was administered by me, an officer authorized to administer oaths, this 8th day of November, 2021.

Tara Espinoza

Notary Public

Title

345 Mt. Princeton Dr., Leadville, CO 80461

Address

My Commission Expires: Jan. 28, 2025

OATH OF OFFICE
School Board Director

On this 8th day of November, 2021, I, Felicia (Federico) Roeder, having been duly elected as a director of the Board of Education, Lake County School District, Colorado, do solemnly swear that I will faithfully perform the duties of the office of school director as required by law and will support the Constitution of the United States, the constitution of the State of Colorado, and the laws made pursuant thereto.

Felicia (Federico) Roeder

The foregoing oath was administered by me, an officer authorized to administer oaths, this 9th day of February, 2021.

Tara Espinoza

Notary Public

Title

345 Mt. Princeton Dr., Leadville, CO 80461

Address

My Commission Expires: Jan. 28, 2025

STATE OF COLORADO
COUNTY OF LAKE

AFFIDAVIT

I, John Baker, being first duly sworn, do state and affirm the following:

1. I am a member of the Board of Education of Lake County School District.
2. I am aware of and will comply with the confidentiality requirements and restrictions applicable to executive sessions of the Board, as described in C.R.S. § 24-6-402.
3. I will comply with these confidentiality requirements regardless of whether I participate in executive session in person or electronically in accordance with board policy adopted pursuant to C.R.S. § 22-32-108 (7).

By: _____
(Name)

Subscribed and sworn to before me this 8th day of November, 2021, by John Baker.
Witness my hand and official seal.

By: _____
Notary Public

My commission expires: January 28, 2025.

(Seal)

STATE OF COLORADO
COUNTY OF LAKE

AFFIDAVIT

I, Felicia (Federico) Roeder, being first duly sworn, do state and affirm the following:

1. I am a member of the Board of Education of Lake County School District.
2. I am aware of and will comply with the confidentiality requirements and restrictions applicable to executive sessions of the Board, as described in C.R.S. § 24-6-402.
3. I will comply with these confidentiality requirements regardless of whether I participate in executive session in person or electronically in accordance with board policy adopted pursuant to C.R.S. § 22-32-108 (7).

By: _____
(Name)

Subscribed and sworn to before me this 8th day of November, 2021, by Felicia (Federico) Roeder. Witness my hand and official seal.

By: _____
Notary Public

My commission expires: January 28, 2025.

(Seal)

Lake County School District
328 West 5th Street
Leadville, Colorado 80461
www.lakecountyschools.net

AGENDA COVER MEMO

TO: Board of Education
PRESENTER(S):
MEMO PREPARED BY: Carlye Saylor
INVITED GUESTS:
TIME ALLOTTED ON AGENDA: 30 minutes
ATTACHMENTS: 0

RE: Healthy Kids Colorado Survey, Presentation

TOPIC SUMMARY

Background: The Healthy Kids Colorado Survey (HKCS) collects anonymous information from students in grades 6-12 regarding health-related attitudes and behaviors. It is administered every other year.

Health-related attitudes and behaviors included in the survey are related to: mental health and suicide ideation; school safety, bullying, and physical fighting; substance use including tobacco, marijuana, alcohol, and vape; physical activity and nutrition; injuries and violence; and consent and sexual behaviors. The survey also explores risk and protective factors and asks for basic demographic information such as age and ethnicity.

LCCHS will administer the survey in CREW (8:00am to 8:35am) on Wednesday, November 17th for 9th-12th graders and on Thursday, November 18th for 7th and 8th graders to all students who have not opted out. The survey is completely voluntary and there are several opt out points prior to the administration of the survey. Information from LCCHS will be provided to parents in the weeks leading up to the survey regarding what the survey is and how to opt out if desired. Parents are able to opt their child out of the survey beforehand or on the day of the survey. Students themselves can opt out and can also choose to skip any questions they don't want to answer.

Topic for Presentation: HKCS

Survey Development

The HKCS is Colorado's only comprehensive survey that measures and reports the health and wellbeing of young people. It is the state-specific version of the Youth Risk

Behavior Survey (YRBS), a national survey that is validated by the Centers for Disease Control and Prevention. A stakeholder group of Colorado youth, parents, school administrators, and nonprofit organizations provide input and feedback in order to refine and adapt the YRBS questions. Any new questions added to the survey must represent an important adolescent health topic and must provide actionable data. With input from the stakeholder group, the final survey version is decided by a steering committee that includes representatives from Colorado Department of Health and Environment, the Colorado Department of Public Safety, the Colorado Department of Human Services, the Colorado Department of Education, and a team of researchers at the Colorado School of Public Health.

This year, there are 23 new questions at the high school level and 32 at the middle school level. The new questions are related to the pandemic, violence, safety, consent, stress, and connectedness.

HKCS Purpose

The purpose of the survey is to better understand the physical, mental, social, and behavioral health and wellbeing of students in our schools. Results of this survey have been used to create new programs that improve student outcomes, track trends over time, and secure significant funding for our schools and community partners. Data from the survey allows administrators and teachers to analyze the impact of current programming on student outcomes and helps educators improve practices to best serve all students. It also helps our district identify needs and gaps in our programming so that we can find new programs, practices, policies, and partners to support our students. There is no evidence to suggest that health surveys like HKCS influence youth behavior or experimentation with unhealthy behavior.

In the past few years, data from the HKCS have contributed to the following programs and services within LCSD schools:

- Securing funding for increased mental health services
- Substance use prevention efforts
- Hiring additional School Health Professionals
- Purchasing, implementing, and evaluating SEL and comprehensive health education curriculum
- Nutrition services
- The Mobile Learning Center
- Bullying prevention efforts

Teachers sometimes incorporate the HKCS data into classes like statistics and health to study our local results, brainstorm root causes for unhealthy behaviors, and consider solutions. Karl Remsen, LCHS Math Teacher, shared the following:

“It is a really great project that I do and helps the students understand why they take so many surveys and how to tackle large data sets.”

HKCS is valuable for community partners that provide critical programming for many Lake County students. Partners use survey data for program planning, funding, and evaluation. Please read some examples below.

“Some of our large funders require HKCS data as a part of grant applications and reports, and we use the information internally to guide our work to better support youth and families. HKCS is the only surveillance data we have that captures crucial health information from Lake County youth, and it allows us to better target our prevention efforts. In a small community like Leadville, it is so important to get a pulse on what our youth are experiencing so we are able to fully support them and do something about it. We dedicate a lot of staff time to analyze the data across years, and we, along with other non profits in town, have secured hundreds of thousands of dollars in funding for prevention programs because our HKCS data shows a clear need. The data also helps us understand where we are making progress, and celebrate successes - for example, the 2017 data showed that vaping was on the rise, and multiple partners including Full Circle were able to secure funding and design prevention education efforts targeting youth vaping - and the 2019 data showed a decrease in vaping behavior and an increase in perceived risk of vaping products. Without HKCS, we would be uninformed and could face budget and programmatic cuts, ultimately putting youth and even higher risk. The Healthy Kids Colorado Survey simply collects information from what is already happening in the lives of our youth, and equips us with the information necessary to better serve Lake County.”

- Stephanie Cole, Executive Director of Full Circle of Lake County

“HKCS data has been crucial to securing funding for food access work across Lake County. Not just here at C4 but for a number of Lake County Food Access Coalition projects including the community kitchen project and other current projects. HKCS data provides additional information that has been helpful for funders to better understand the specific challenges around food access here in Lake County.”

- Emily Olsen, Executive Director of Cloud City Conservation Center

Finally, the survey results can be accessed by parents and families. Interested parents can utilize this data as a powerful tool to communicate with their children about survey topics in a way that is aligned with their values.

Opting Out

Every student's participation is valuable in order to obtain valid and representative health information for Lake County and the state. However, participation is not required and a parent or student can opt out of taking the survey beforehand or on the day of the survey. Students may also choose to skip questions that they do not want to answer.

Parents will receive an electronic opt out form and a letter with additional communication twice in the weeks leading up to the survey. This will be delivered in English and Spanish. Below is the contents of the information for parents:

On Nov 17 and 18, our students will take the Healthy Kids Colorado Survey (HKCS). It is an important survey about student health and behavior. The survey will ask students about health topics including: exercise, diet, alcohol, tobacco, drug use, mental health, suicide, bullying, sexual behaviors, and how they have been affected by the COVID-19 pandemic. The survey also asks students about school-life, school safety, trusted adult relationships, and other things known to be connected with healthy choices. Students will receive the survey during class time (either in-person or virtually) and are instructed to answer the questions or leave the survey blank. Students who are not completing the survey will do other schoolwork during the survey time. Here is an overview of the survey [in English](#) and [in Spanish](#). These are the actual survey questions [for 9-12th graders](#) and [for 7-8th graders](#). If you do not want your child to participate in this survey, [you may fill out this form](#) or you may [print, sign, and return this letter](#) to the front office.

Teachers also receive guidance on how to facilitate the survey.

Frequently Asked Questions

Why does the survey ask about sensitive topics such as drugs and sexual activity?

Information about these behaviors helps Colorado provide resources and education necessary to prevent unhealthy behaviors and promote healthy behaviors. Students who complete the survey are instructed beforehand that their answers are completely anonymous and that they may skip any questions they do not feel comfortable answering.

Can I see a copy of the survey?

Yes. please visit <https://www.hkcsonline.com/general-materials>.

[For more answers to FAQs, please click here.](#)

2021 HKCS: Teacher Instructions



Thank you for administering the Healthy Kids Colorado Survey (HKCS) in crew – this survey will help your school understand student health and wellbeing. **Please review these instructions to prepare for your survey administration.**

1-2 Days BEFORE Survey Date:

1. Receive the survey link from your Survey Coordinator, along with their recommendation for how to distribute the survey link electronically to students.
 - a. We will plan to post the link on Crew google classrooms

It is important that students do not manually type in the survey link to avoid typos, and can simply click on the link to start their survey.
2. Review and the names of returned parent opt-outs to note which students **will not** take the survey. This will be sent to you from Karl.

DAY OF the Survey:

1. Distribute survey link to your students using the method recommended by your Survey Coordinator (Post on your Crew Google Classroom).
2. Make sure students that have been opted-out do not take the survey – they can sit quietly and work on other schoolwork.
3. Go to <https://www.hkcsonline.com/2021-instructional-video> and play the instructional video or read aloud the *Administration Script* in full to the students before they take the survey (see next page).
4. Have students sit quietly and work on other schoolwork when they are finished with their surveys.

Please **DO NOT** answer any questions students have about the survey content. This includes telling them what something means.

If you are administering the survey in person in the classroom, please **DO NOT** walk around the room as it may cause students to not answer questions honestly.



THANK YOU!

2021 HKCS: Administration Script

Before students begin their surveys, please read aloud the following to the class:

You are about to take the Healthy Kids Colorado Survey. This survey is about your health and things that affect your health. Your answers are very important and will help your school, community, and state policy-makers improve health programs for people your age right here in Colorado.

This survey is completely anonymous, meaning the answers you give will be kept private. No one will know what you answer and your responses cannot be tied to your student login or device in any way. You have the entire class period to complete the survey.

Completing the survey is voluntary. You may choose not to answer some or all of the questions. There are no wrong answers. If you do not want to answer any question, just leave it blank. Whether or not you answer the questions will not affect your grade in this class. After these instructions, you may click on the survey link and start the survey.

Please read each question all the way through, as well as the instructions on the first page and before the questions to help you understand what the question is asking. If you don't understand a question, skip it, do not ask me or another student for help. Do your best and answer honestly. Once you have selected a response, there is no way to un-select one. You can change your response, but not remove one completely. So read the question and responses all the way through before deciding if you wish to answer.

To respect the privacy of your classmates, please do not ask anyone for help or talk while others are still taking the survey. If taking this survey outside of a classroom setting, do your best to give yourself a quiet and private space as these questions ask about your personal health.

You can skip or move to the next question by selecting the blue, forward arrow. You can move back and forth between questions by using the back and forward arrows below the question. Your answers should be saved if you move back and forward using those arrows. **DO NOT** use your browser's "back" button as this will exit you from the survey. If you do happen to accidentally close out of the survey, simply click on the survey link and re-start the survey.

When you have completed your survey, please read or sit quietly to allow everyone to finish in silence.

Thank you for your participation!



Parent/Guardian Information Letter

Healthy Kids Colorado Survey

Dear Parent or Guardian:

This fall some of our students will take the Healthy Kids Colorado Survey (HKCS). It is an important survey about student health and behavior. The survey will ask students about health topics including: exercise, diet, alcohol, tobacco, drug use, mental health, suicide, bullying, sexual behaviors, and how they have been affected by the COVID-19 pandemic. The survey also asks students about school-life, school safety, trusted adult relationships, and other things known to be connected with healthy choices.

Your child is in a class that has been chosen to take the survey. Students do not have to take this survey. The survey is optional and anonymous. It takes no longer than one class period to complete. The survey process will protect your student's privacy. No information is collected on the survey that can identify a student. Only your child will know how he or she answers the questions. Students do not get school credit for taking the survey, and there is no penalty for not taking the survey. Students who take the survey may choose not to answer any question.

The survey results will help state health agencies, your school, and community groups. The results will also help plan programs and services for youth. In order to get the most accurate information about youth health, we would like all students in selected classrooms to take part in the survey.

This survey was created in-part by the Centers for Disease Control and Prevention (CDC) and the Colorado Departments of Education (CDE), Human Services (CDHS), Public Safety (CDPS) and Public Health and Environment (CDPHE). These groups provide funding to the University of Colorado Anschutz Medical Campus to conduct the Healthy Kids Colorado Survey in schools biennially. This project has been approved by your school district and the Colorado Multiple Institutional Review Board (COMIRB).

Students will receive the survey during class time (either in-person or virtually) and are instructed to answer the questions or leave the survey blank. Students who are not completing the survey will do other schoolwork during the survey time. We encourage you to discuss the topic with your child and share your views on their choice to participate.

For more information about the study and to view a copy of the survey, please visit our website at <http://www.healthykidscolo.org> or call the Healthy Kids Colorado Survey Director, Dr. Ashley Brooks-Russell, at 303-724-8437. For questions regarding IRB approval, please contact COMIRB at 303-724-1055.

Please sign and return this form to your child's school within the next two weeks if you do NOT want your child to participate.

Student's name: _____ Grade: _____

I have read this form and understand what the Healthy Kids Colorado Survey is about.

☐ I do **not** want my child to complete the survey.

Parent/Guardian's name (printed): _____

Parent/Guardian's signature: _____ Date: _____



Carta de información para los padres o tutores Encuesta Healthy Kids Colorado

Estimado Padre o Tutor:

Este otoño, algunos de nuestros estudiantes tomarán la Encuesta Healthy Kids Colorado (HKCS). Esta es una encuesta importante sobre la salud y el comportamiento de los estudiantes. En la encuesta se les preguntará a los estudiantes sobre temas de salud incluyendo: ejercicio, dieta, alcohol, tabaco, uso de drogas, salud mental, suicidio, acoso escolar, y cómo han sido afectados por la pandemia del COVID-19. En la encuesta también se les preguntará a los estudiantes sobre la vida escolar, la seguridad de la escuela, relaciones de confianza con los adultos y otras cosas por estar relacionadas con opciones saludables.

Su hijo está en una clase que ha sido elegida para tomar la encuesta. Los estudiantes no tienen que tomar esta encuesta. La encuesta es opcional y anónima. No se necesita más de una clase para completarla. El proceso de la encuesta protegerá la privacidad de su estudiante. No se recopilará información sobre la encuesta que pueda identificar a un estudiante. Solo su niño sabrá cómo él o ella contestaron a las preguntas. Los estudiantes no recibirán crédito escolar por tomar la encuesta, y no hay ninguna penalidad por no tomar la encuesta. Los estudiantes que toman la encuesta pueden optar por no responder a ninguna pregunta.

Los resultados de la encuesta ayudarán a las agencias estatales de salud, su escuela y los grupos comunitarios particularmente en comprender los efectos del COVID-19. Los resultados también ayudarán a planificar programas y servicios para los jóvenes. Con el fin de obtener la información más precisa sobre la salud de la juventud, nos gustaría que todos los estudiantes de las aulas seleccionadas participaran en la encuesta.

Esta encuesta fue creada en parte por los Centros para el Control y la Prevención de Enfermedades (CDC) y los Departamentos de Educación de Colorado (CDE), Servicios Humanos (CDHS), seguridad pública (CDPS) y Salud Pública y Medio Ambiente (CDPHE). Estos grupos proveen fondos al Campus Médico Anschutz de la Universidad de Colorado por conducir la Encuesta Healthy Kids Colorado en las escuelas bianualmente. Este proyecto ha sido aprobado por su distrito escolar y la Junta de Revisión Institucional Múltiple de Colorado (COMIRB).

Los estudiantes recibirán la encuesta en durante horario escolar (ya sea en persona o virtualmente) y recibirán instrucciones para contestar las preguntas o dejar la encuesta en blanco. Los estudiantes que no estén completando la encuesta harán otro trabajo escolar durante el tiempo de la encuesta. Le animamos a que discuta el tema con su hijo y comparta sus puntos de vista sobre su elección de participar.

Para obtener más información sobre el estudio y para ver una copia de la encuesta, visite nuestro sitio web en <http://www.healthykidscolo.org> o llame a la directora de la Encuesta Healthy Kids Colorado, Dra. Ashley Brooks-Russell, al 303-724-8437. Para preguntas sobre la aprobación del IRB, por favor comuníquese con COMIRB al 303-724-1055.

Por favor firme y devuelva este formulario a la escuela de su hijo dentro de las próximas dos semanas, si usted NO quiere que su hijo participe.

Nombre del estudiante: _____ Grado: _____

He leído este formulario y entiendo de qué se trata la Encuesta Healthy Kids Colorado.

☐ **No** deseo que mi hijo complete la encuesta.

Nombre del Padre/Madre/Tutor: _____

Firma del Padre/Madre/Tutor: _____ Fecha: _____

2021 Healthy Kids Colorado Survey: High School

*This document includes all questions on the high school version of the Healthy Kids Colorado Survey. When administered online, students randomly receive Module A or Module B to shorten the survey length to **118 questions**. A core set of questions is asked on both modules, followed by unique questions specific to each module. Skip logic is also used to streamline the survey experience.*

STUDENT INSTRUCTIONS

You are about to take the Healthy Kids Colorado Survey. This survey is about your health and things that affect your health. Your answers are very important and will help your school, community, and state policy-makers improve health programs for people your age right here in Colorado.

This survey is completely anonymous, meaning the answers you give will be kept private. No one will know what you answer and your responses cannot be tied to your student login or device in any way.

Completing the survey is voluntary. You may choose not to answer some or all of the questions. If you are not comfortable answering a question, just leave it blank. Whether or not you answer the questions will not affect your grade in this class.

When you have completed your survey, please read or sit quietly to allow everyone to finish in silence. Thank you for your participation!

1. How old are you?
 - A. 12 years old or younger
 - B. 13 years old
 - C. 14 years old
 - D. 15 years old
 - E. 16 years old
 - F. 17 years old
 - G. 18 years old or older

2. In what grade are you?
 - A. 9th grade
 - B. 10th grade
 - C. 11th grade
 - D. 12th grade
 - E. Ungraded or other grade

3. What is your gender identity?
 - A. Female
 - B. Male
 - C. Genderqueer/Nonbinary
 - D. I do not know my gender identity (questioning)
 - E. I have a different identity

4. Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?
- A. No, I am not transgender
 - B. Yes, I am transgender
 - C. I am not sure if I am transgender
 - D. I do not know what this question is asking
5. Which of the following best describes you?
- A. Heterosexual (straight)
 - B. Gay or lesbian
 - C. Bisexual
 - D. Asexual
 - E. I describe my sexual identity some other way
 - F. I am not sure about my sexual identity (questioning)
 - G. I do not know what this question is asking
6. What racial or ethnic identity do you most identify with? (Select all that apply.)
- A. American Indian or Alaska Native
 - B. Black or African American
 - C. East or Southeast Asian
 - D. Hispanic or Latinx
 - E. Middle Eastern, North African, or Arab
 - F. Native Hawaiian or Pacific Islander
 - G. South Asian
 - H. White
 - I. Other
7. What is the highest level of schooling your mother completed?
- A. Completed grade school or less
 - B. Some high school
 - C. Completed high school
 - D. Some college
 - E. Completed college
 - F. Graduate or professional school
 - G. Not sure
8. Do you have any physical disabilities or long-term health problems? (Long-term means 6 months or more.)
- A. Yes
 - B. No
 - C. Not sure
9. Do you have any long-term emotional problems or learning disabilities? (Long-term means 6 months or more.)
- A. Yes
 - B. No
 - C. Not sure
10. In the past 30 days, how often did you go to your school building to attend class in person?
- A. Always
 - B. Most of the time

- C. Sometimes
- D. Rarely
- E. Never

11. Where are you right now while taking this survey?

- A. In my school building
- B. In my parent's or guardian's home
- C. In some other location (e.g., friend's house, hotel room) that is not part of my school

The next section asks about safety.

12. How often do you wear a seat belt when **riding** in a car driven by someone else?

- A. Always
- B. Most of the time
- C. Sometimes
- D. Rarely
- E. Never

13. During the past 30 days, how many times did you **ride** in a car or other vehicle **driven by someone who had been drinking alcohol**?

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or more times

14. During the past 30 days, how many times did you **drive** a car or other vehicle **when you had been drinking alcohol**?

- A. I did not drive a car or other vehicle during the past 30 days
- B. 0 times
- C. 1 time
- D. 2 or 3 times
- E. 4 or 5 times
- F. 6 or more times

15. During the past 30 days, how many times did you **ride** in a car or other vehicle **driven by someone who had been using marijuana** (also called pot, weed, or cannabis)?

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or more times

16. During the past 30 days, how many times did you **drive** a car or other vehicle **when you had been using marijuana** (also called pot, weed, or cannabis)?

- A. I did not drive a car or other vehicle during the past 30 days
- B. 0 times
- C. 1 time
- D. 2 or 3 times
- E. 4 or 5 times

F. 6 or more times

17. During the past 30 days, on how many days did you **text or e-mail** while **driving** a car or other vehicle?

- A. I did not drive a car or other vehicle during the past 30 days
- B. 0 days
- C. 1 or 2 days
- D. 3 to 5 days
- E. 6 to 9 days
- F. 10 to 19 days
- G. 20 to 29 days
- H. All 30 days

The next section asks about violence-related behaviors.

18. During the past 30 days, on how many days did you **not** go to school because you felt you would be unsafe at school or on your way to or from school?

- A. 0 days
- B. 1 day
- C. 2 or 3 days
- D. 4 or 5 days
- E. 6 or more days

19. During the past 12 months, how many times were you in a **physical fight**?

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or 7 times
- F. 8 or 9 times
- G. 10 or 11 times
- H. 12 or more times

20. During the past 12 months, how many times did **someone you were dating or going out with** physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)

- A. I did not date or go out with anyone during the past 12 months
- B. 0 times
- C. 1 time
- D. 2 or 3 times
- E. 4 or 5 times
- F. 6 or more times

21. During the past 12 months, did **someone you were dating or going out with** purposely try to control you or emotionally hurt you? (Count such things as being told who you could and could not spend time with, being humiliated in front of others, or being threatened if you did not do what they wanted.)

- A. I did not date or go out with anyone during the past 12 months
- B. Yes
- C. No

The next section asks about consent. Consent means that you freely and actively agree to be with someone sexually and know what you are agreeing to. Consent can be saying “yes” or any other action that gives permission to engage in sexual activity. Consent cannot be given when someone is under the influence of drugs or alcohol. Consent can be withdrawn at any time.

As a reminder, this survey is completely anonymous, meaning your answers will be kept private.

22. Have you ever had a sexual experience where you were unsure if you **gave** your fully-granted consent to the other person?
- A. Yes
 - B. No
 - C. I don't know
23. Have you ever had a sexual experience where you were unsure if you **received** fully-granted consent from the other person?
- A. Yes
 - B. No
 - C. I don't know
24. During the past 12 months, has a revealing or sexual photo or video of you been texted, e-mailed, or posted electronically without your permission?
- A. Yes
 - B. No
 - C. I don't know
25. Have you ever made sexual comments, jokes, gestures, or looks at someone when they did not want you to?
- A. Yes
 - B. No
26. Have you ever touched, grabbed, or pinched someone in a sexual way when they did not want you to?
- A. Yes
 - B. No
27. Have you ever been physically forced to have sexual intercourse when you did not want to?
- A. Yes
 - B. No
28. Have you ever forced someone to have sex with you when you knew they did not want to?
- A. Yes
 - B. No

The next section asks about bullying. Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when 2 students of about the same strength or power argue, fight, or tease each other in a friendly way.

29. During the past 12 months, have you ever been bullied **on school property**?
- A. Yes
 - B. No
30. Where were you bullied **on school property**? (Select all that apply.)
- A. I have not been bullied on school property

- B. In a classroom
- C. In a hallway or stairwell
- D. In a bathroom or locker room
- E. In a cafeteria or lunch room
- F. On a bus or at a bus stop
- G. Outside on school property before school
- H. Outside on school property after school
- I. Outside on school property during lunch or break
- J. Somewhere else on school property

31. During the past 12 months, have you ever been **electronically** bullied? (Count being bullied through texting, Instagram, Facebook, or other social media.)

- A. Yes
- B. No

32. During the past 12 months, have you ever been a victim of teasing or name calling because of your actual or perceived: _____ (Select all that apply.)

- A. I have not been a target of teasing or name calling in the past 12 months
- B. Race
- C. Ethnic background or national origin
- D. Sexual orientation
- E. Gender identity
- F. Religion
- G. Disability status (physical, mental, or developmental)
- H. Physical appearance

The next section asks about hurting yourself on purpose.

33. During the past 12 months, how many times did you do something to purposely hurt yourself without wanting to die, such as cutting or burning yourself on purpose?

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or more times

The next section asks about stress, sad feelings, and attempted suicide. Sometimes people feel so depressed about the future that they may consider attempting suicide, that is, taking some action to end their own life.

34. My stress level is manageable most days.

- A. Strongly agree
- B. Agree
- C. Not sure
- D. Disagree
- E. Strongly disagree

35. After a stressful situation, how many days does it take you to feel fully recovered?

- A. Less than 1 day

- B. 1 to 2 days
- C. 3 to 4 days
- D. 5 to 6 days
- E. 7 or more days

36. During the past 12 months, did you ever feel so sad or hopeless almost every day for **two weeks or more in a row** that you stopped doing some usual activities?

- A. Yes
- B. No

37. During the past 12 months, did you ever **seriously** consider attempting suicide?

- A. Yes
- B. No

38. During the past 12 months, did you make a plan about how you would attempt suicide?

- A. Yes
- B. No

39. During the past 12 months, how many times did you actually attempt suicide?

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or more times

40. If you had a serious problem, do you know an adult in or out of school whom you could talk to or go to for help?

- A. Yes
- B. No
- C. Not sure

41. During your life, how often have you felt that you were able to talk to a friend about your feelings?

- A. Always
- B. Most of the time
- C. Sometimes
- D. Rarely
- E. Never

The next section asks about tobacco use.

42. How old were you when you first tried cigarette smoking, even one or two puffs?

- A. I have never tried cigarette smoking, not even one or two puffs
- B. 8 years old or younger
- C. 9 or 10 years old
- D. 11 or 12 years old
- E. 13 or 14 years old
- F. 15 or 16 years old
- G. 17 years old or older

43. During the past 30 days, on how many days did you smoke cigarettes?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

44. Menthol cigarettes are cigarettes that taste like mint. During the past 30 days, were the cigarettes that you usually smoked menthol?

- A. I did not smoke cigarettes during the past 30 days
- B. Yes
- C. No
- D. Not sure

45. If you wanted to get some cigarettes, how easy would it be for you to get some?

- A. Very hard
- A. Sort of hard
- B. Sort of easy
- C. Very easy

46. During the past 30 days, where did you buy your own cigarettes? (Select all that apply.)

- A. I did not smoke cigarettes during the past 30 days
- B. A gas station
- C. A convenience store
- D. A grocery store
- E. A drugstore
- F. A vending machine
- G. Over the internet
- H. Through the mail
- I. Some other place not listed here

47. During the past 12 months, did you ever try **to quit** smoking cigarettes?

- A. I did not smoke cigarettes during the past 12 months
- B. Yes
- C. No

48. How much do you think people risk harming themselves (physically or in other ways) if they smoke one or more packs of cigarettes per day?

- A. Great risk
- B. Moderate risk
- C. Slight risk
- D. No risk

49. How wrong do you think it is for someone your age to smoke cigarettes?

- A. Very wrong
- B. Wrong

- C. A little bit wrong
- D. Not wrong at all

50. How wrong would most adults (over 21) in your neighborhood think it is for kids to smoke cigarettes?

- A. Very wrong
- B. Wrong
- C. A little bit wrong
- D. Not wrong at all

51. In the past 30 days, which of the following products have you used on at least one day? Do not include any electronic vapor products. (Select all that apply.)

- A. Cigars, cigarillos, or little cigars
- B. Chewing tobacco, snuff, dip, snus, or dissolvable tobacco products, such as Copenhagen, Grizzly, Skoal, or Camel Snus
- C. Smoking tobacco from a hookah, narghile, or other type of waterpipe
- D. Smoking tobacco from a pipe that was not hookah, narghile, or other type of waterpipe
- E. Bidis or small brown cigarettes wrapped in a leaf
- F. I have not used any of the products listed above

The next section asks about electronic vapor products, such as JUUL, Vuse, MarkTen, and blu. Electronic vapor products include e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods. Do not include marijuana.

52. Have you ever used an electronic vapor product?

- A. Yes
- B. No

53. How old were you when you used an electronic vapor product for the first time?

- A. I have never used an electronic vapor product
- B. 8 years old or younger
- C. 9 or 10 years old
- D. 11 or 12 years old
- E. 13 or 14 years old
- F. 15 or 16 years old
- G. 17 years old or older

54. During the past 30 days, on how many days did you use an electronic vapor product?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

55. What are the reasons you have used electronic vapor products? (Select all that apply.)

- A. I have never used an electronic vapor product
- B. Friend or family member used them
- C. To try to quit using other tobacco products
- D. They cost less than other tobacco products

- E. They are easier to get than other tobacco products
- F. They are less harmful than other forms of tobacco
- G. They are available in flavors, such as mint, candy, fruit, or chocolate
- H. They can be used in areas where other tobacco products are not allowed
- I. I used them for some other reason

56. If you wanted to get any electronic vapor products, how easy would it be for you to get some?

- A. Very hard
- B. Sort of hard
- C. Sort of easy
- D. Very easy

57. During the past 30 days, where did you buy your own electronic vapor products? (Select all that apply.)

- A. I did not buy electronic vapor products during the past 30 days
- B. A gas station
- C. A convenience store
- D. A grocery store
- E. A drugstore
- F. A vending machine
- G. Over the internet
- H. Through the mail
- I. Some other place not listed here

58. During the past 12 months, did you ever try to quit using electronic vapor products?

- A. I did not use electronic vapor products during the past 12 months
- B. Yes
- C. No

59. How much do you think people risk harming themselves (physically or in other ways) if they use electronic vapor products every day?

- A. Great risk
- B. Moderate risk
- C. Slight risk
- D. No risk

60. How wrong do you think it is for someone your age to use electronic vapor products?

- A. Very wrong
- B. Wrong
- C. A little bit wrong
- D. Not wrong at all

61. How wrong would most adults (over 21) in your neighborhood think it is for kids to use electronic vapor products?

- A. Very wrong
- B. Wrong
- C. A little bit wrong
- D. Not wrong at all

62. How wrong do your parents or guardians feel it would be for you to use electronic vapor products?

- A. Very wrong
- B. Wrong
- C. A little bit wrong
- D. Not wrong at all

63. How much do you think people risk harming themselves (physically or in other ways) if they breathe vapor from someone else's electronic vapor product? (Do **not** include marijuana.)

- A. Great risk
- B. Moderate risk
- C. Slight risk
- D. No risk

64. Out of every 10 students in your grade at school, how many do you think use electronic vapor products?

- A. 0
- B. 1
- C. 2
- D. 3
- E. 4
- F. 5
- G. 6
- H. 7
- I. 8
- J. 9
- K. 10

65. In the past 30 days, did anyone in a store ever refuse to sell you any tobacco product or electronic vaping product because of your age?

- A. I did not try to buy those products in a store in the past 30 days
- B. Yes, someone refused to sell me those products because of my age
- C. No, no one refused to sell me those products because of my age

The next section asks about secondhand smoke and vapor.

66. During the past 7 days, on how many days were you inside your home while someone was smoking a cigarette, cigar, pipe or using an electronic vapor product? (Do **not** include marijuana.)

- A. 0 days
- B. 1 to 2 days
- C. 3 to 4 days
- D. 5 to 6 days
- E. 7 days

67. During the past 7 days, on how many days were you in a car with your parent or guardian while they were smoking a cigarette, cigar, pipe, or using an electronic vapor product? (Do **not** include marijuana.)

- A. My parents/guardians do not smoke
- B. 0 days
- C. 1 to 2 days
- D. 3 to 4 days

- E. 5 to 6 days
- F. 7 days

The next section asks about drinking alcohol. This includes drinking beer, wine, flavored alcoholic beverages, and liquor such as rum, gin, vodka, whiskey, etc. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes.

68. How old were you when you had your first drink of alcohol other than a few sips?

- A. I have never had a drink of alcohol other than a few sips
- B. 8 years old or younger
- C. 9 or 10 years old
- D. 11 or 12 years old
- E. 13 or 14 years old
- F. 15 or 16 years old
- G. 17 years old or older

69. During the past 30 days, on how many days did you have at least one drink of alcohol?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

The next question asks about how many drinks of alcohol you have had in a row, that is, within a couple of hours.

70. During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 to 5 days
- E. 6 to 9 days
- F. 10 to 19 days
- G. 20 or more days

71. Out of every 10 students in your grade at school, how many do you think had 5 or more drinks on at least 1 day in the past 30 days?

- A. 0
- B. 1
- C. 2
- D. 3
- E. 4
- F. 5
- G. 6
- H. 7
- I. 8

- J. 9
- K. 10

72. If you wanted to get some beer, wine, or hard liquor, how easy would it be for you to get some?

- A. Very hard
- B. Sort of hard
- C. Sort of easy
- D. Very easy

73. How much do you think people risk harming themselves (physically or in other ways) if they have one or two drinks of alcohol nearly every day?

- A. Great risk
- B. Moderate risk
- C. Slight risk
- D. No risk

74. How wrong do you think it is for someone your age to drink alcohol regularly (at least once or twice a month)?

- A. Very wrong
- B. Wrong
- C. A little bit wrong
- D. Not wrong at all

75. How wrong do your parents or guardians feel it would be for you to drink alcohol regularly (at least once or twice a month)?

- A. Very wrong
- B. Wrong
- C. A little bit wrong
- D. Not wrong at all

76. How wrong would most adults (over 21) in your neighborhood think it is for kids your age to drink alcohol?

- A. Very wrong
- B. Wrong
- C. A little bit wrong
- D. Not wrong at all

77. If you drank some beer, wine or hard liquor without your parents' permission, would you be caught by your parents?

- A. Definitely
- B. Usually
- C. Not often
- D. Definitely not

The next section asks about marijuana use. Marijuana is also called pot, weed, or cannabis. For these questions, do not count CBD-only or hemp products, which come from the same plant as marijuana, but do not cause a high when used alone.

78. During your life, how many times have you used marijuana?

- A. 0 times
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 19 times

- E. 20 to 39 times
- F. 40 to 99 times
- G. 100 or more times

79. How old were you when you tried marijuana for the first time?

- A. I have never tried marijuana
- B. 8 years old or younger
- C. 9 or 10 years old
- D. 11 or 12 years old
- E. 13 or 14 years old
- F. 15 or 16 years old
- G. 17 years old or older

80. During the past 30 days, how many times did you use marijuana?

- A. 0 times
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 19 times
- E. 20 to 39 times
- F. 40 or more times

81. During the past 30 days, on how many days did you use THC concentrates, hash oil, or waxes?

- A. 0 days
- B. 1 or 2 days
- C. 3 to 5 days
- D. 6 to 9 days
- E. 10 to 19 days
- F. 20 to 29 days
- G. All 30 days

82. During the past 30 days, how did you use marijuana? (Select all that apply.)

- A. I did not use marijuana during the past 30 days
- B. I smoked it
- C. I ate it (in an edible, candy, tincture or other food)
- D. I used a vaporizer
- E. I dabbed it
- F. I used it in some other way

83. During the past 30 days, how did you **usually** use marijuana? (Select only **one** response.)

- A. I did not use marijuana during the past 30 days
- B. I smoked it
- C. I ate it (in an edible, candy, tincture or other food)
- D. I used a vaporizer
- E. I dabbed it
- F. I used it in some other way

84. If you wanted to get some marijuana, how easy would it be for you to get some?

- A. Very hard
- B. Sort of hard

- C. Sort of easy
- D. Very easy

85. During the past 30 days, how did you **usually** get the marijuana that you used? (Select only **one** response.)

- A. I did not use marijuana in the past 30 days
- B. I bought it at a marijuana store or center
- C. I bought it from someone else
- D. A parent or family member over the age of 21 gave it to me
- E. A friend over the age of 21 gave it to me
- F. Someone under the age of 21 gave it to me
- G. I took it without permission from the owner
- H. I used a marijuana delivery service

86. Out of every 10 students in your grade at school, how many do you think used marijuana in the past 30 days?

- A. 0
- B. 1
- C. 2
- D. 3
- E. 4
- F. 5
- G. 6
- H. 7
- I. 8
- J. 9
- K. 10

87. How much do you think people risk harming themselves (physically or in other ways), if they use marijuana regularly?

- A. Great risk
- B. Moderate risk
- C. Slight risk
- D. No risk

88. How wrong do **you** think it is for **someone your age** to use marijuana?

- A. Very wrong
- B. Wrong
- C. A little bit wrong
- D. Not wrong at all

89. How wrong do **your parents or guardians** feel it would be for **you** to use marijuana?

- A. Very wrong
- B. Wrong
- C. A little bit wrong
- D. Not wrong at all

90. How wrong would most adults (over 21) in your neighborhood think it is for kids your age to use marijuana?

- A. Very wrong
- B. Wrong
- C. A little bit wrong

- D. Not wrong at all

The next section asks about the use of prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it. For these questions, count drugs such as codeine, Vicodin, OxyContin, Hydrocodone, and Percocet.

91. During your life, how many times have you taken **prescription pain medicine** without a doctor's prescription or differently than how a doctor told you to use it?

- A. 0 times
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 19 times
- E. 20 to 39 times
- F. 40 or more times

92. During the past 30 days, how many times did you take **prescription pain medicine** without a doctor's prescription or differently than how a doctor told you to use it?

- A. 0 times
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 19 times
- E. 20 to 39 times
- F. 40 or more times

93. If you wanted to get **prescription drugs** not prescribed to you, how easy would it be for you to get some?

- A. Very hard
- B. Sort of hard
- C. Sort of easy
- D. Very easy

94. How wrong do you think it is for someone your age to use **prescription drugs** without a doctor's prescription?

- A. Very wrong
- B. Wrong
- C. A little bit wrong
- D. Not wrong at all

The next section asks about other drugs.

95. During your life, have you ever used the following drugs? (Select all that apply.)

- A. Any form of cocaine, including powder, crack or freebase
- B. Inhalants like glue, aerosol spray cans, or any paints or sprays
- C. Heroin (also called smack, junk, or China White)
- D. Methamphetamines (also called speed, crystal meth, crank, ice, or meth)
- E. Ecstasy (also called MDMA or Molly)
- F. I have never used any of these drugs

96. If you wanted to get a drug like cocaine, LSD (also called acid), amphetamines, or any other illegal drug, how easy would it be for you to get some?

- A. Very hard
- B. Sort of hard

- C. Sort of easy
- D. Very easy

97. During the past 12 months, has anyone offered, sold, or given you an illegal drug **on school property**?

- A. Yes
- B. No

98. In the past 12 months, what are the reasons you have used substances? Count using alcohol, marijuana, tobacco or nicotine products, off-label prescription drugs, or illicit drugs. (Select all that apply.)

- A. I have not used substances in the last 12 months
- B. To experiment - see what it felt like
- C. To feel good or get high
- D. To have a good time with my friends
- E. Because of boredom - nothing else to do
- F. Because I am "hooked" - I feel I have to have them
- G. Don't know how to say no when offered
- H. To cope with or overcome negative/difficult feelings
- I. To gain connection or acceptance of peers or older siblings
- J. It feels socially acceptable because everyone does it
- K. Some other reason

The next section asks about sexual health.

99. Have you ever had sexual intercourse?

- A. Yes
- B. No

100. How old were you when you had sexual intercourse for the first time?

- A. I have never had sexual intercourse
- B. 11 years old or younger
- C. 12 years old
- D. 13 years old
- E. 14 years old
- F. 15 years old
- G. 16 years old
- H. 17 years old or older

101. During the past 3 months, with how many people did you have sexual intercourse?

- A. I have never had sexual intercourse
- B. I have had sexual intercourse, but not during the past 3 months
- C. 1 person
- D. 2 people
- E. 3 people
- F. 4 people
- G. 5 people
- H. 6 or more people

102. Did you drink alcohol or use drugs before you had sexual intercourse the **last time**?

- A. I have never had sexual intercourse
- B. Yes
- C. No

103. The **last time** you had sexual intercourse, did you or your partner use a condom?

- A. I have never had sexual intercourse
- B. Yes
- C. No

104. The **last time** you had sexual intercourse with an opposite-sex partner, what **one** method did you or your partner use to **prevent pregnancy**? (Select only **one** response.)

- A. I have never had sexual intercourse with an opposite-sex partner
- B. No method was used to prevent pregnancy
- C. Birth control pills (do not count emergency contraception such as Plan B or the "morning after" pill)
- D. Condoms
- E. An IUD (such as Mirena or ParaGard) or implant (such as Implanon or Nexplanon)
- F. A shot (such as Depo-Provera), patch (such as Ortho Evra), or birth control ring (such as NuvaRing)
- G. Withdrawal or some other method
- H. Not sure

The next section asks about food you ate or drank during the past 7 days. Think about all the meals and snacks you had from the time you got up until you went to bed. Be sure to include food you ate at home, at school, at restaurants, or anywhere else.

105. During the past 7 days, how many times did you drink **100% fruit juices** such as orange juice, apple juice, or grape juice? (Do **not** count punch, Kool-Aid, sports drinks, or other fruit-flavored drinks.)

- A. I did not drink 100% fruit juice during the past 7 days
- B. 1 to 3 times during the past 7 days
- C. 4 to 6 times during the past 7 days
- D. 1 time per day
- E. 2 times per day
- F. 3 times per day
- G. 4 or more times per day

106. During the past 7 days, how many times did you eat **fruit**? (Do **not** count fruit juice.)

- A. I did not eat fruit during the past 7 days
- B. 1 to 3 times during the past 7 days
- C. 4 to 6 times during the past 7 days
- D. 1 time per day
- E. 2 times per day
- F. 3 times per day
- G. 4 or more times per day

107. During the past 7 days, how many times did you eat **vegetables** such as green salad, potatoes, carrots, and other vegetables? (Do **not** count french fries, fried potatoes, or potato chips.)

- A. I did not eat vegetables during the past 7 days
- B. 1 to 3 times during the past 7 days

- C. 4 to 6 times during the past 7 days
- D. 1 time per day
- E. 2 times per day
- F. 3 times per day
- G. 4 or more times per day

108. During the past 7 days, how many times did you drink a can, bottle, or glass of **soda or pop**, such as Coke, Pepsi, or Sprite? (Do **not** count diet soda or diet pop.)

- A. I did not drink soda or pop during the past 7 days
- B. 1 to 3 times during the past 7 days
- C. 4 to 6 times during the past 7 days
- D. 1 time per day
- E. 2 times per day
- F. 3 times per day
- G. 4 or more times per day

109. Which of the following beverages did you drink a can, bottle, or glass of one or more times per day during the past 7 days? (Select all that apply.)

- A. Sports drink, such as Gatorade or PowerAde (do not count low-calorie sports drinks such as Propel or G2)
- B. Energy drink, such as Red Bull or Monster (do not count diet energy drinks)
- C. Other sugar-sweetened beverage, such as lemonade, sweetened tea or coffee drinks, flavored milk, Snapple, or SunnyDelight
- D. Diet soda or pop, such as Diet Coke, Diet Pepsi, or Sprite Zero
- E. Plain water, such as tap, bottled, or unflavored sparkling water
- F. Something else

110. During the past 7 days, on how many days did you eat **breakfast**?

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days
- G. 6 days
- H. 7 days

111. During the past 30 days, how often did you go hungry because there was not enough food in your home?

- A. Always
- B. Most of the time
- C. Sometimes
- D. Rarely
- E. Never

The next section asks about physical activity.

112. During the past 7 days, on how many days were you physically active for a total of **at least 60 minutes per day**? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)

- A. 0 days

- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days
- G. 6 days
- H. 7 days

113. On an average school day, how many hours do you spend in front of a TV, computer, smart phone, or other electronic device watching shows or videos, playing games, accessing the Internet, or using social media (also called "screen time")? (Do **not** count time spent doing schoolwork.)

- A. Less than 1 hour per day
- B. 1 hour per day
- C. 2 hours per day
- D. 3 hours per day
- E. 4 hours per day
- F. 5 or more hours per day

114. If you wanted to, could you walk or ride a bike, scooter, or skateboard to school?

- A. Yes
- B. No, it is too far
- C. No, it is not safe
- D. No, it is too far and it is not safe
- E. No, my school does not allow it

115. In an average week when you are in school, on how many days do you walk or ride your bike to school when weather allows you to do so?

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days

116. In an average week when you are in school, on how many days do you go to physical education (PE) classes?

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days

117. During the past 12 months, on how many sports teams did you play? (Count any teams run by your school or community groups.)

- A. 0 teams
- B. 1 team
- C. 2 teams
- D. 3 or more teams

The next question asks about concussions. A concussion is when a blow or jolt to the head causes problems such as headaches, dizziness, being dazed or confused, difficulty remembering or concentrating, vomiting, blurred vision, or being knocked out.

118. During the past 12 months, how many times did you have a concussion **from playing a sport or being physically active?**

- A. 0 times
- B. 1 time
- C. 2 times
- D. 3 times
- E. 4 or more times

The next section asks about your home life.

119. During the past 30 days, where did you usually sleep? (Select all that apply.)

- A. In my parent's or guardian's home
- B. In the home of a friend, family member, or other person because I had to leave my home or my parent or guardian cannot afford housing
- C. In a shelter or emergency housing
- D. In a motel or hotel
- E. In a car, park, campground, or other public place
- F. I do not have a usual place to sleep
- G. Somewhere else

120. The rules in my family are clear.

- A. Definitely
- B. Usually
- C. Not often
- D. Definitely not

121. If I had a personal problem, I could ask my parents or guardians for help.

- A. Definitely
- B. Usually
- C. Not often
- D. Definitely not

122. My parents or guardians ask if I've gotten my homework done.

- A. Definitely
- B. Usually
- C. Not often
- D. Definitely not

123. If you skipped school, would you be caught by your parents or guardians?

- A. Definitely
- B. Usually
- C. Not often
- D. Definitely not

124. My parents or guardians give me lots of chances to do fun things with them.

- A. Definitely
- B. Usually
- C. Not often
- D. Definitely not

125. My parents or guardians ask me what I think before most family decisions affecting me are made.

- A. Definitely
- B. Usually
- C. Not often
- D. Definitely not

126. How often do you feel safe and secure in your neighborhood?

- A. Always
- B. Most of the time
- C. Sometimes
- D. Rarely
- E. Never

The next section asks about your school.

127. Are your school grades better than the grades of most students in your class?

- A. Definitely
- B. Usually
- C. Not often
- D. Definitely not

128. During the past 30 days, how many times did you perform any organized community service as a non-paid volunteer, such as serving meals to the elderly, picking up litter, helping out at a hospital, or building homes for the poor?

- A. 0 times
- B. 1 time
- C. 2 or 3 times
- D. 4 or 5 times
- E. 6 or more times

129. Do you participate in any extracurricular activities at school such as sports, band, drama, clubs, or student government?

- A. Yes
- B. No

130. During the **last four weeks**, how many whole days of school have you missed because you skipped or "cut"?

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 to 5 days
- F. 6 to 10 days
- G. 11 or more days

131. I feel safe at my school.

- A. Definitely
- B. Usually
- C. Not often
- D. Definitely not

132. How important is it to you to continue education past high school such as college or a technical or vocational school?

- A. Very important
- B. Important
- C. Not very important
- D. Not at all important

133. The school lets my parents or guardians know when I have done something well.

- A. Definitely
- B. Usually
- C. Not often
- D. Definitely not

134. My teachers notice when I am doing a good job and let me know about it.

- A. Definitely
- B. Usually
- C. Not often
- D. Definitely not

135. How interesting are most of your courses to you?

- A. Very interesting
- B. Quite interesting
- C. Fairly interesting
- D. Slightly boring
- E. Very boring

136. How important do you think the things you are learning in school are going to be for your later life?

- A. Very important
- B. Important
- C. Not very important
- D. Not at all important

137. Thinking back over the past year in school, how often did you try to do your **best work** in school?

- A. Always
- B. Most of the time
- C. Sometimes
- D. Rarely
- E. Never

138. Thinking back over the past year in school, how often did you **enjoy** being in school?

- A. Always
- B. Most of the time
- C. Sometimes

- D. Rarely
- E. Never

139. Do you agree or disagree that you feel like you belong at your school?

- A. Strongly agree
- B. Agree
- C. Not sure
- D. Disagree
- E. Strongly disagree

The next section asks about other health-related topics.

140. On an average school night, how many hours of sleep do you get?

- A. 4 or less hours
- B. 5 hours
- C. 6 hours
- D. 7 hours
- E. 8 hours
- F. 9 hours
- G. 10 or more hours

141. If you wanted to get a handgun, how easy would it be for you to get one?

- A. Very hard
- B. Sort of hard
- C. Sort of easy
- D. Very easy

142. How long would it take you to get and be ready to fire a loaded gun without a parent or other adult's permission? The gun could be yours or someone else's and it could be located in your home or car or someone else's home or car.

- A. I could not get a loaded gun
- B. Less than 10 minutes
- C. 10 or more minutes, but less than 1 hour
- D. 1 or more hours, but less than 4 hours
- E. 4 or more hours, but less than 24 hours
- F. 24 or more hours

143. In the past 12 months, which of the following problems with your mouth or teeth have you experienced? Do **not** include problems caused by braces or mouth injury, such as being hit in the mouth. (Select all that apply.)

- A. Difficulty when biting or chewing foods
- B. Avoided smiling
- C. Felt anxious or embarrassed
- D. Took days off school because of pain or discomfort
- E. Problems sleeping
- F. Experienced pain
- G. I have not experienced any of these problems with my mouth or teeth

144. Has a doctor or nurse ever told you that you have asthma?

- A. Yes

- B. No
- C. Not sure

The next section asks about experiences with racism. Racism is the disrespect, harm, and mistreatment of people based on their race or ethnicity.

145. During the past 12 months, have you experienced any of the following forms of racism? (Select all that apply.)

- A. Treated badly or unfairly in school because of your race or ethnicity
- B. Watched closely or followed around by security guards or store clerks at a store or mall because of your race or ethnicity
- C. People assumed you are less intelligent because of your race or ethnicity
- D. Seen your parents or other family members treated badly or unfairly because of the color of their skin, language, accent, or because they are from a different country or culture
- E. I did not experience any of these forms of racism

Beginning in early 2020, the United States, along with the rest of the world, experienced the coronavirus disease (COVID-19) pandemic. As part of the response to this pandemic, schools and businesses were closed and people were required to stay at home. Depending on where you live, your experience with the pandemic might still be going on now, or your community and your school might be somewhat back to normal. The next section asks about your experiences during this time, whether in the past or continuing now.

146. During the COVID-19 pandemic, how often was your mental health not good? (Poor mental health includes stress, anxiety, and depression.)

- A. Always
- B. Most of the time
- C. Sometimes
- D. Rarely
- E. Never

147. During the COVID-19 pandemic, did a parent or other adult in your home lose their job even for a short amount of time?

- A. My parents and other adults in my home did not have jobs before the COVID-19 pandemic started
- B. Yes
- C. No

148. During the COVID-19 pandemic, how often did you go hungry because there was not enough food in your home?

- A. Always
- B. Most of the time
- C. Sometimes
- D. Rarely
- E. Never

149. Do you agree or disagree that doing your schoolwork was more difficult during the COVID-19 pandemic than before the pandemic started?

- A. Strongly agree
- B. Agree
- C. Not sure
- D. Disagree
- E. Strongly disagree

150. During the COVID-19 pandemic, how often did a parent or other adult in your home swear at you, insult you, or put you down?

- A. Always
- B. Most of the time
- C. Sometimes
- D. Rarely
- E. Never

151. During the COVID-19 pandemic, how often did a parent or other adult in your home hit, beat, kick, or physically hurt you in any way?

- A. Always
- B. Most of the time
- C. Sometimes
- D. Rarely
- E. Never

152. Because of COVID-19, did you do any of the following more often? (Select all that apply.)

- A. Drink alcohol
- B. Use marijuana
- C. Use other drugs such as cocaine, LSD, amphetamines, or any other illegal drug
- D. Vape or use e-cigarettes
- F. Smoke cigarettes
- G. Use prescription drugs without a doctor's prescription
- H. Use social media
- I. Feel more daily stress
- J. Wash your hands
- K. Visit a "food pantry" or other food donation location to receive donated groceries
- L. Spend quality time with family
- M. Exercise
- N. None of these

Have you fully completed your survey? *If so, select "Yes" and press "SUBMIT" to record your responses. You cannot edit your responses after submitting. If you are not finished, select "No" and use the back arrow to return to any incomplete section.*

- A. Yes
- B. No

2021 Healthy Kids Colorado Survey: Middle School

This document includes all questions on the middle school version of the Healthy Kids Colorado Survey. When administered online, skip logic is used to streamline the survey experience.

STUDENT INSTRUCTIONS

You are about to take the Healthy Kids Colorado Survey. This survey is about your health and things that affect your health. Your answers are very important and will help your school, community, and state policy-makers improve health programs for people your age right here in Colorado.

This survey is completely anonymous, meaning the answers you give will be kept private. No one will know what you answer and your responses cannot be tied to your student login or device in any way.

Completing the survey is voluntary. You may choose not to answer some or all of the questions. If you are not comfortable answering a question, just leave it blank. Whether or not you answer the questions will not affect your grade in this class.

When you have completed your survey, please read or sit quietly to allow everyone to finish in silence. Thank you for your participation!

1. How old are you?

- A. 10 years old or younger
- B. 11 years old
- C. 12 years old
- D. 13 years old
- E. 14 years old
- F. 15 years old
- G. 16 years old or older

2. In what grade are you?

- A. 6th grade
- B. 7th grade
- C. 8th grade
- D. Ungraded or other grade

3. What is your gender identity?

- A. Female
- B. Male
- C. Genderqueer/Nonbinary
- D. I do not know my gender identity (questioning)
- E. I have a different identity

4. Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?

- A. No, I am not transgender
- B. Yes, I am transgender
- C. I am not sure if I am transgender
- D. I do not know what this question is asking

5. Which of the following best describes you?
- A. Heterosexual (straight)
 - B. Gay or lesbian
 - C. Bisexual
 - D. Asexual
 - E. I describe my sexual identity some other way
 - F. I am not sure about my sexual identity (questioning)
 - G. I do not know what this question is asking
6. What racial or ethnic identity do you most identify with? (Select all that apply.)
- A. American Indian or Alaska Native
 - B. Black or African American
 - C. East or Southeast Asian
 - D. Hispanic or Latinx
 - E. Middle Eastern, North African, or Arab
 - F. Native Hawaiian or Pacific Islander
 - G. South Asian
 - H. White
 - I. Other
7. What is the highest level of schooling your mother completed?
- A. Completed grade school or less
 - B. Some high school
 - C. Completed high school
 - D. Some college
 - E. Completed college
 - F. Graduate or professional school
 - G. Not sure
8. Do you have any physical disabilities or long-term health problems? (Long-term means 6 months or more.)
- A. Yes
 - B. No
 - C. Not sure
9. Do you have any long-term emotional problems or learning disabilities? (Long-term means 6 months or more.)
- A. Yes
 - B. No
 - C. Not sure
10. In the past 30 days, how often did you go to your school building to attend class in person?
- A. Always
 - B. Most of the time
 - C. Sometimes
 - D. Rarely
 - E. Never
11. Where are you right now while taking this survey?
- A. In my school building
 - B. In my parent's or guardian's home
 - C. In some other location (e.g., friend's house, hotel room) that is not part of my school

The next section asks about safety.

12. **When you ride a bicycle**, how often do you wear a helmet?
- A. Always wear a helmet
 - B. Most of the time wear a helmet
 - C. Sometimes wear a helmet

- D. Rarely wear a helmet
- E. Never wear a helmet
- F. I do not ride a bicycle

13. How often do you wear a seat belt when **riding** in a car?

- A. Always
- B. Most of the time
- C. Sometimes
- D. Rarely
- E. Never

14. Have you ever ridden in a car driven by someone who had been drinking alcohol?

- A. Yes
- B. No
- C. Not sure

The next section asks about violence-related behaviors.

15. Have you ever carried **a weapon**, such as a gun, knife, or club?

- A. Yes
- B. No

16. Have you ever been in a physical fight?

- A. Yes
- B. No

17. During the past 30 days, on how many days did you **not** go to school because you felt you would be unsafe at school or on your way to or from school?

- A. 0 days
- B. 1 day
- C. 2 or 3 days
- D. 4 or 5 days
- E. 6 or more days

18. During the past 12 months, how many times did **someone you were dating or going out with** physically hurt you on purpose?

(Count such things as being hit, slammed into something, or injured with an object or weapon.)

- A. I did not date or go out with anyone during the past 12 months
- B. 0 times
- C. 1 time
- D. 2 or 3 times
- E. 4 or 5 times
- F. 6 or more times

19. During the past 12 months, did **someone you were dating or going out with** purposely try to control you or emotionally hurt you? (Count such things as being told who you could and could not spend time with, being humiliated in front of others, or being threatened if you did not do what they wanted.)

- A. I did not date or go out with anyone during the past 12 months
- B. Yes
- C. No

The next section asks about consent. Consent means that you freely and actively agree to be with someone sexually and know what you are agreeing to. Consent can be saying “yes” or any other action that gives permission to engage in sexual activity. Consent cannot be given when someone is under the influence of drugs or alcohol. Consent can be withdrawn at any time.

As a reminder, this survey is completely anonymous, meaning your answers will be kept private.

20. Have you ever had a sexual experience where you were unsure if you **gave** your fully-granted consent to the other person?

- A. Yes

- B. No
- C. I don't know

21. Have you ever had a sexual experience where you were unsure if you **received** fully-granted consent from the other person?

- A. Yes
- B. No
- C. I don't know

22. During the past 12 months, has a revealing or sexual photo or video of you been texted, e-mailed, or posted electronically without your permission?

- A. Yes
- B. No
- C. I don't know

23. Have you ever made sexual comments, jokes, gestures, or looks at someone when they did not want you to?

- D. Yes
- E. No

24. Have you ever touched, grabbed, or pinched someone in a sexual way when they did not want you to?

- A. Yes
- B. No

25. Have you ever been physically forced to have sexual intercourse when you did not want to?

- A. Yes
- B. No

26. Have you ever forced someone to have sex with you when you knew they did not want to?

- A. Yes
- B. No

The next section asks about bullying. Bullying is when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when two students of about the same strength or power argue, fight, or tease each other in a friendly way.

27. During the past 12 months, have you ever been bullied **on school property**?

- A. Yes
- B. No

28. Where were you bullied **on school property**? (Select all that apply)

- A. I have not been bullied on school property
- B. In a classroom
- C. In a hallway or stairwell
- D. In a bathroom or locker room
- E. In a cafeteria or lunch room
- F. On a bus or at a bus stop
- G. Outside on school property before school
- H. Outside on school property after school
- I. Outside on school property during lunch or break
- J. Somewhere else on school property

29. During the past 12 months, have you ever been **electronically** bullied? (Count being bullied through texting, Instagram, Facebook, or other social media.)

- A. Yes
- B. No

30. During the past 12 months, how has someone bullied you? (Select all that apply.)

- A. I have not been bullied in the past 12 months
- B. Made fun of you, called you names, or insulted you in a hurtful way

- C. Spread rumors about you or tried to make others not like you
- D. Threatened you
- E. Pushed, shoved, tripped, or spit on you
- F. Tried to make you do something you did not want to do (for example, give them money or other things)
- G. Did not include you in activities on purpose
- H. Destroyed your property on purpose

31. During the past 12 months, have you ever been the victim of teasing or name calling because someone thought you were gay, lesbian, or bisexual?

- A. Yes
- B. No

32. In the past 30 days, have you seen someone else being bullied on school property?

- A. Yes
- B. No

The next section asks about stress, sad feelings, and attempted suicide. Sometimes people feel so depressed about the future that they may consider attempting suicide or killing themselves.

33. My stress level is manageable most days.

- A. Strongly agree
- B. Agree
- C. Not sure
- D. Disagree
- E. Strongly disagree

34. After a stressful situation, how many days does it take you to feel fully recovered?

- A. Less than 1 day
- B. 1 to 2 days
- C. 3 to 4 days
- D. 5 to 6 days
- E. 7 or more days

35. During the past 12 months, did you ever feel so sad or hopeless almost every day for **two weeks or more in a row** that you stopped doing some usual activities?

- A. Yes
- B. No

36. Have you ever **seriously** thought about killing yourself?

- A. Yes
- B. No

37. Have you ever made a plan about how you would kill yourself?

- A. Yes
- B. No

38. Have you ever **tried** to kill yourself?

- A. Yes
- B. No

39. If you had a serious problem, do you know an adult in or out of school whom you could talk to or go to for help?

- A. Yes
- B. No
- C. Not sure

40. During your life, how often have you felt that you were able to talk to a friend about your feelings?

- A. Always
- B. Most of the time

- C. Sometimes
- D. Rarely
- E. Never

The next section asks about cigarette smoking.

41. Have you ever tried cigarette smoking, even one or two puffs?
- A. Yes
 - B. No
42. How old were you when you smoked a whole cigarette for the first time?
- A. I have never smoked a whole cigarette
 - B. 8 years old or younger
 - C. 9 years old
 - D. 10 years old
 - E. 11 years old
 - F. 12 years old
 - G. 13 years old or older
43. During the past 30 days, on how many days did you smoke cigarettes?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days
44. During the past 30 days, how did you **usually** get your own cigarettes? (Select only **one** response.)
- A. I did not smoke cigarettes during the past 30 days
 - B. I bought them in a store such as a convenience store, supermarket, discount store, or gas station
 - C. I got them on the Internet
 - D. I gave someone else money to buy them for me
 - E. I borrowed (or bummed) them from someone else
 - F. A person who can legally buy cigarettes gave them to me
 - G. I took them from a store or family member
 - H. I got them some other way
45. If you wanted to get some cigarettes, how easy would it be for you to get some?
- A. Very hard
 - B. Sort of hard
 - C. Sort of easy
 - D. Very easy
46. How much do you think people risk harming themselves (physically or in other ways) if they smoke one or more packs of cigarettes per day? (Risk means the chance that something bad could happen.)
- A. Great risk
 - B. Moderate risk
 - C. Slight risk
 - D. No risk
47. How wrong do your **parents or guardians** feel it would be for **you** to smoke cigarettes?
- A. Very wrong
 - B. Wrong
 - C. A little bit wrong
 - D. Not wrong at all

The next section asks about electronic vapor products, such as JUUL, Vuse, MarkTen, and blu. Electronic vapor products include e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods. Do not include marijuana.

48. Have you ever used an electronic vapor product?
- A. Yes
 - B. No
49. During the past 30 days, on how many days did you use an electronic vapor product?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days
50. How much do you think people risk harming themselves (physically or in other ways) if they use electronic vapor products every day?
- A. Great risk
 - B. Moderate risk
 - C. Slight risk
 - D. No risk
51. How wrong do you think it is for someone your age to use electronic vapor products?
- A. Very wrong
 - B. Wrong
 - C. A little bit wrong
 - D. Not wrong at all

The next section asks about drinking alcohol. This includes drinking beer, wine, flavored alcoholic beverages, and liquor such as rum, gin, vodka, whiskey, etc. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes.

52. Have you ever had a drink of alcohol? (Do **not** count a few sips.)
- A. Yes
 - B. No
53. How old were you when you had your first drink of alcohol other than a few sips?
- A. I have never had a drink of alcohol other than a few sips
 - B. 8 years old or younger
 - C. 9 years old
 - D. 10 years old
 - E. 11 years old
 - F. 12 years old
 - G. 13 years old or older
54. During the past 30 days, on how many days did you have at least one drink of alcohol?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days
55. Out of every 10 students in your grade at school, how many do you think have drank alcohol in the past 30 days?
- A. 0
 - B. 1
 - C. 2

- D. 3
- E. 4
- F. 5
- G. 6
- H. 7
- I. 8
- J. 9
- K. 10

56. If you wanted to get some beer, wine, or hard liquor, how easy would it be for you to get some?

- A. Very hard
- B. Sort of hard
- C. Sort of easy
- D. Very easy

57. How much do you think people risk harming themselves (physically or in other ways), if they have one or two drinks of alcohol nearly **every day**? (Risk means the chance that something bad could happen.)

- A. Great risk
- B. Moderate risk
- C. Slight risk
- D. No risk

58. How wrong do **you** think it is for **someone your age** to drink alcohol regularly (at least once or twice a month)?

- A. Very wrong
- B. Wrong
- C. A little bit wrong
- D. Not wrong at all

59. How wrong do **your parents or guardians** feel it would be for **you** to drink alcohol regularly (at least once or twice a month)?

- A. Very wrong
- B. Wrong
- C. A little bit wrong
- D. Not wrong at all

The next section asks about marijuana use. Marijuana is also called pot, weed, or cannabis. For these questions, do not count CBD-only or hemp products, which come from the same plant as marijuana, but do not cause a high when used alone.

60. Have you ever used marijuana?

- A. Yes
- B. No

61. How old were you when you tried marijuana for the first time?

- A. I have never tried marijuana
- B. 8 years old or younger
- C. 9 years old
- D. 10 years old
- E. 11 years old
- F. 12 years old
- G. 13 years old or older

62. During the past 30 days, how many times did you use marijuana?

- A. 0 times
- B. 1 or 2 times
- C. 3 to 9 times
- D. 10 to 19 times
- E. 20 to 39 times
- F. 40 or more times

63. During the past 30 days, how did you use marijuana? (Select all that apply.)

- A. I did not use marijuana during the past 30 days
- B. I smoked it
- C. I ate it (in an edible, candy, tincture, or other food)
- D. I used a vaporizer
- E. I dabbed it
- F. I used it in some other way

64. Out of every 10 students in your grade at school, how many do you think have used marijuana in the past 30 days?

- A. 0
- B. 1
- C. 2
- D. 3
- E. 4
- F. 5
- G. 6
- H. 7
- I. 8
- J. 9
- K. 10

65. If you wanted to get some marijuana, how easy would it be for you to get some?

- A. Very hard
- B. Sort of hard
- C. Sort of easy
- D. Very easy

66. How much do you think people risk harming themselves (physically or in other ways) if they use marijuana **regularly**? (Risk means the chance that something bad could happen.)

- A. Great risk
- B. Moderate risk
- C. Slight risk
- D. No risk

67. How wrong do **you** think it is for **someone your age** to use marijuana?

- A. Very wrong
- B. Wrong
- C. A little bit wrong
- D. Not wrong at all

68. How wrong do **your parents or guardians** feel it would be for **you** to use marijuana?

- A. Very wrong
- B. Wrong
- C. A little bit wrong
- D. Not wrong at all

The next section asks about other drugs.

69. Have you ever sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high?

- A. Yes
- B. No

70. During your life, have you taken **prescription pain medicine** without a doctor's prescription or differently than how a doctor told you to use it?

- A. Yes
- B. No

71. If you wanted to get a drug like cocaine, LSD (also called acid), amphetamines, or another illegal drug, how easy would it be for you to get some?

- A. Very hard
- B. Sort of hard
- C. Sort of easy
- D. Very easy

The next section asks about sexual health.

72. Have you ever had sexual intercourse?

- A. Yes
- B. No

73. How old were you when you had sexual intercourse for the first time?

- A. I have never had sexual intercourse
- B. 8 years old or younger
- C. 9 years old
- D. 10 years old
- E. 11 years old
- F. 12 years old
- G. 13 years old or older

74. Did you drink alcohol or use drugs before you had sexual intercourse the last time?

- A. I have never had sexual intercourse
- B. Yes
- C. No

75. The **last time** you had sexual intercourse, did you or your partner use a condom?

- A. I have never had sexual intercourse
- B. Yes
- C. No

The next section asks about food you ate or drank during the past 7 days. Think about all the meals and snacks you had from the time you got up until you went to bed. Be sure to include food you ate at home, at school, at restaurants, or anywhere else.

76. During the past 7 days, how many times did you eat **fruit**? (Do **not** count fruit juice.)

- A. I did not eat fruit during the past 7 days
- B. 1 to 3 times during the past 7 days
- C. 4 to 6 times during the past 7 days
- D. 1 time per day
- E. 2 times per day
- F. 3 times per day
- G. 4 or more times per day

77. During the past 7 days, how many times did you eat **vegetables** such as green salad, potatoes, carrots, and other vegetables? (Do **not** count french fries, fried potatoes, or potato chips.)

- A. I did not eat vegetables during the past 7 days
- B. 1 to 3 times during the past 7 days
- C. 4 to 6 times during the past 7 days
- D. 1 time per day
- E. 2 times per day
- F. 3 times per day
- G. 4 or more times per day

78. During the past 7 days, how many times did you drink a can, bottle, or glass of **soda or pop**, such as Coke, Pepsi, or Sprite? (Do **not** count diet soda or diet pop.)

- A. I did not drink soda or pop during the past 7 days
- B. 1 to 3 times during the past 7 days

- C. 4 to 6 times during the past 7 days
- D. 1 time per day
- E. 2 times per day
- F. 3 times per day
- G. 4 or more times per day

79. During the past 7 days, did you drink a **can, bottle, or glass** of any of the following beverages one or more times per day? (Please select all that apply)

- A. Sports drink, such as Gatorade or PowerAde (Do not count low-calorie sports drinks such as Propel or G2.)
- B. Energy drink, such as Red Bull or Monster (Do not count diet energy drinks.)
- C. Other sugar-sweetened beverage, such as lemonade, sweetened tea or coffee drinks, flavored milk, Snapple, or SunnyDelight
- D. Diet soda or pop, such as Diet Coke, Diet Pepsi, or Sprite Zero
- E. Plain water, such as tap, bottled, or unflavored sparkling water
- F. Something else

80. During the past 7 days, on how many days did you eat **breakfast**?

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days
- G. 6 days
- H. 7 days

The next section asks about physical activity and other health topics.

81. On an average school day, how many hours do you spend in front of a TV, computer, smart phone, or other electronic device watching shows or videos, playing games, accessing the Internet, or using social media (also called "screen time")? (Do not count time spent doing schoolwork.)

- A. Less than 1 hour per day
- B. 1 hour per day
- C. 2 hours per day
- D. 3 hours per day
- E. 4 hours per day
- F. 5 or more hours per day

82. During the past 7 days, on how many days were you physically active for a total of **at least 60 minutes per day**? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days
- G. 6 days
- H. 7 days

83. In an average week when you are in school, on how many days do you go to physical education (PE) classes?

- A. 0 days
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days

84. During the past 12 months, on how many sports teams did you play? (Count any teams run by your school or community groups.)

- A. 0 teams
- B. 1 team
- C. 2 teams
- D. 3 or more teams

85. Has a doctor or nurse ever told you that you have asthma?

- A. Yes
- B. No
- C. Not sure

86. How often do you feel safe and secure in your neighborhood?

- A. Always
- B. Most of the time
- C. Sometimes
- D. Rarely
- E. Never

87. During the past 30 days, where did you usually sleep? (Select all that apply.)

- A. In my parent's or guardian's home
- B. In the home of a friend, family member, or other person because I had to leave my home or my parent or guardian cannot afford housing
- C. In a shelter or emergency housing
- D. In a motel or hotel
- E. In a car, park, campground, or other public place
- F. I do not have a usual place to sleep
- G. Somewhere else

88. If you wanted to get a handgun, how easy would it be for you to get one?

- A. Very hard
- B. Sort of hard
- C. Sort of easy
- D. Very easy

89. How long would it take you to get and be ready to fire a loaded gun without a parent or other adult's permission? The gun could be yours or someone else's and it could be located in your home or car or someone else's home or car.

- A. I could not get a loaded gun
- B. Less than 10 minutes
- C. 10 or more minutes, but less than 1 hour
- D. 1 or more hours, but less than 4 hours
- E. 4 or more hours, but less than 24 hours
- F. 24 or more hours

The next section asks about your school.

90. Do you agree or disagree that you feel like you belong at your school?

- A. Strongly agree
- B. Agree
- C. Not sure
- D. Disagree
- E. Strongly disagree

91. Are your school grades better than the grades of most students in your class?

- A. Definitely
- B. Usually
- C. Not often
- D. Definitely not

92. Do you participate in any extracurricular activities at school such as sports, band, drama, clubs, or student government?

- A. Yes
- B. No

93. How important do you think it is for you to finish high school?

- A. Very important
- B. Important
- C. Not very important
- D. Not at all important

The next section asks about experiences with racism. Racism is the disrespect, harm, and mistreatment of people based on their race or ethnicity.

94. During the past 12 months, have you experienced any of the following forms of racism? (Select all that apply.)

- A. Treated badly or unfairly in school because of your race or ethnicity
- B. Watched closely or followed around by security guards or store clerks at a store or mall because of your race or ethnicity
- C. People assumed you are less intelligent because of your race or ethnicity
- D. Seen your parents or other family members treated badly or unfairly because of the color of their skin, language, accent, or because they are from a different country or culture
- E. I did not experience any of these forms of racism

Beginning in early 2020, the United States, along with the rest of the world, experienced the coronavirus disease (COVID-19) pandemic. As part of the response to this pandemic, schools and businesses were closed and people were required to stay at home. Depending on where you live, your experience with the pandemic might still be going on now, or your community and your school might be somewhat back to normal. The next section asks about your experiences during this time, whether in the past or continuing now.

95. During the COVID-19 pandemic, how often was your mental health not good? (Poor mental health includes stress, anxiety, and depression.)

- A. Always
- B. Most of the time
- C. Sometimes
- D. Rarely
- E. Never

96. During the COVID-19 pandemic, did a parent or other adult in your home lose their job even for a short amount of time?

- A. My parents and other adults in my home did not have jobs before the COVID-19 pandemic started
- B. Yes
- C. No

97. During the COVID-19 pandemic, how often did you go hungry because there was not enough food in your home?

- F. Always
- G. Most of the time
- H. Sometimes
- I. Rarely
- J. Never

98. Do you agree or disagree that doing your schoolwork was more difficult during the COVID-19 pandemic than before the pandemic started?

- A. Strongly agree
- B. Agree
- C. Not sure
- D. Disagree
- E. Strongly disagree

99. During the COVID-19 pandemic, how often did a parent or other adult in your home swear at you, insult you, or put you down?

- A. Always

- B. Most of the time
- C. Sometimes
- D. Rarely
- E. Never

100. During the COVID-19 pandemic, how often did a parent or other adult in your home hit, beat, kick, or physically hurt you in any way?

- A. Always
- B. Most of the time
- C. Sometimes
- D. Rarely
- E. Never

Have you fully completed your survey? *If so, select "Yes" and press "SUBMIT" to record your responses. You cannot edit your responses after submitting. If you are not finished, select "No" and use the back arrow to return to any incomplete section.*

- A. Yes
- B. No

HEALTHY KIDS COLORADO SURVEY

The Healthy Kids Colorado Survey (HKCS) is the state's only comprehensive survey on the health and well-being of young people. The purpose of this survey is to better understand youth health and the factors that help young people make healthy choices.

HKCS is widely used by schools, districts and communities in their efforts to grow the healthiest youth in the country. The results of the survey can help:

- Inform the creation of programming to support student academic success.
- Provide direction for schools and communities to address health issues.
- Inform parents on relevant topics to help them talk to their children about their health and well-being.
- Secure youth health program funding for schools, community organizations, and local and state government agencies.

THIS COMPREHENSIVE SURVEY OF YOUTH BEHAVIOR SHOWS US THE PATH TO A HEALTHIER GENERATION OF COLORADANS.

BACKGROUND

The state has been surveying young people about their health since 1991. In 2013, the state combined various surveys to streamline efforts and enhance data collection. This unified youth health survey reduces the burden on schools and allows us to better meet the data needs of schools, local communities and government agencies.

HKCS is designed and implemented through a collaboration of the departments of Public Health and Environment, Education, Human Services, and Public Safety; Colorado School of Public Health at the University of Colorado Anschutz Medical campus; and a community advisory committee of more than 30 organizations.

HEALTHY KIDS COLORADO SURVEY 2019 STATE SAMPLE

53,520

Total students surveyed

46,537

High School

6,983

Middle School

195

Total schools surveyed
(exceeding CDC minimum requirement)

166

High Schools

29

Middle Schools

49

CO counties surveyed

126

Questions for
High School

70

Questions for
Middle School

Survey is administered



2014



2016



2018



2015



2017



2019

EVERY OTHER YEAR

August - December

HOW IT WORKS

HKCS is completely voluntary. The survey has many levels of consent, including districts, schools and parents before the survey is administered.

The Healthy Kids Colorado Survey has a rigorous policy to protect the confidentiality and anonymity of young people taking the survey. No names are collected, teachers are instructed on how to protect student privacy and results are anonymous.

Research shows that young people respond just as credibly as adults on anonymous and confidential health surveys. Data analysis includes thorough checks to omit the very small percentage of young people who falsify their answers.

Asking a young person questions on a survey does not influence their health behavior. In fact, we have seen risky health behaviors steadily decline nationwide since youth survey activities amplified more than 25 years ago.

THE HEALTHY KIDS COLORADO SURVEY IS: **VOLUNTARY,** **CONFIDENTIAL & ANONYMOUS.**

METHODOLOGY

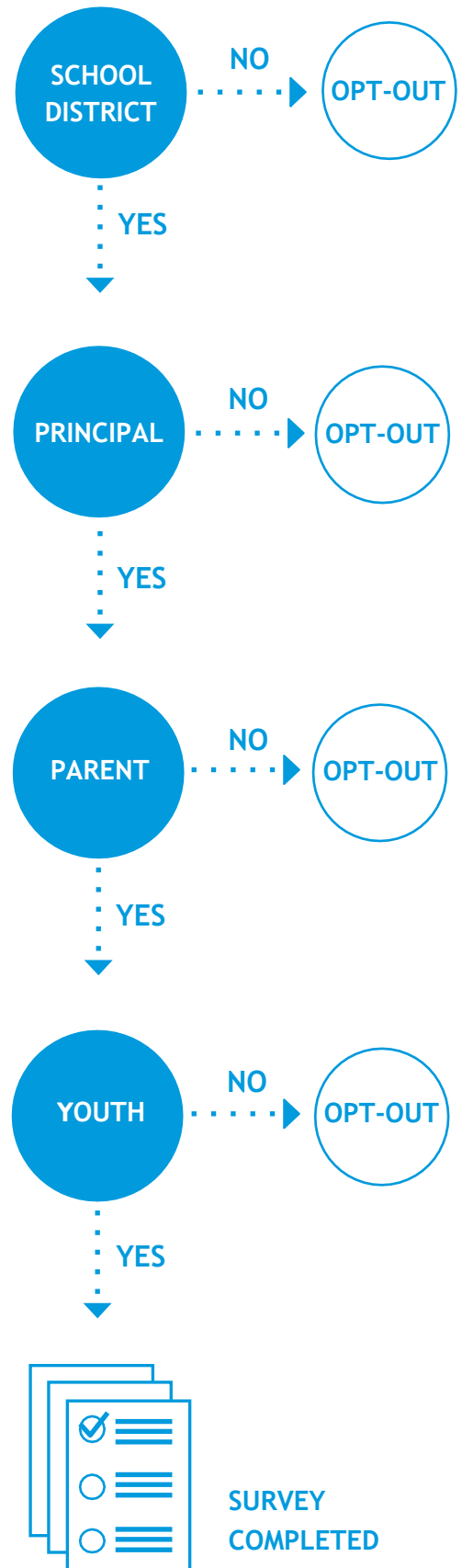
The Healthy Kids Colorado Survey is aligned with the Centers for Disease Control and Prevention's (CDC's) Youth Risk Behavior Survey (YRBS) that has been conducted on a two-year cycle since 1991. Professional researchers randomly select students, classrooms, and schools to include in the state sample to represent students in grades 6-12.

Researchers weigh results to represent student enrollment in all Colorado public middle and high schools. The weights account for sampling design, school and student nonparticipation and nonresponse, and differences in grade, sex and ethnicity between the sample and the population.

Schools not selected for the state sample can opt-in to participate and receive their data back. In 2019, including opt-in participation, over 100,000 students were surveyed in 503 schools in 59 Colorado counties.

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WWW.HEALTHYKIDSCOLO.ORG

CONSENT PROCESS



ENCUESTA SOBRE SALUD INFANTIL DE COLORADO

La Encuesta sobre salud infantil de Colorado (HKCS, por su sigla en inglés) es la única encuesta integral del estado sobre la salud y el bienestar de los más jóvenes. La finalidad de esta encuesta es entender mejor la salud de los jóvenes y comprender cuáles son los factores que contribuyen a que tomen decisiones positivas para su salud.

Utilizan ampliamente esta encuesta las escuelas, los distritos y las comunidades en sus iniciativas para que la juventud crezca más saludable en el país. Los resultados pueden ayudar a:

- Informar acerca de la creación de programas para apoyar el éxito académico de los estudiantes.
- Ofrecer orientación a las escuelas y las comunidades para tratar problemas de salud.
- Informar a los padres sobre temas que sean pertinentes para ayudarlos a hablar con sus hijos acerca de su salud y bienestar.
- Garantizar la financiación de programas de salud para escuelas, organizaciones comunitarias y agencias gubernamentales locales y estatales.

ESTA ENCUESTA INTEGRAL DEL COMPORTAMIENTO DE LOS JÓVENES NOS MUESTRA EL CAMINO HACIA UNA GENERACIÓN MÁS SALUDABLE DE HABITANTES DE COLORADO.

RESEÑA

Desde 1991, el estado lleva a cabo estas encuestas a los jóvenes sobre su salud. En 2013, combinó varias encuestas para aunar esfuerzos y mejorar la recopilación de datos. Esta encuesta unificada sobre la salud de los jóvenes disminuye la carga en las escuelas y nos permite satisfacer mejor las necesidades de las escuelas, comunidades locales y agencias gubernamentales.

La encuesta está estructurada e implementada a través de una colaboración del Departamento de Salud Pública y Medio Ambiente, el Departamento de Educación, el Departamento de Servicios Sociales, el Departamento de Seguridad Pública, la Facultad de Salud Pública de Colorado del Campus Anschutz de la Universidad de Colorado y un comité asesor comunitario conformado por más de 30 organizaciones.

ENCUESTA SOBRE SALUD INFANTIL DE COLORADO — REPRESENTACIÓN GRÁFICA DE 2019 —

53,520

Total de estudiantes encuestados

46,537
Escuela
preparatoria

6,983
Escuela
secundaria

195

Total de escuelas encuestadas
(superior al requisito mínimo de CDC)

166
Escuela
preparatoria

29
Escuela
secundaria

49

condados de Colorado
encuestados

126
preguntas
para escuela
preparatoria



70
preguntas
para escuela
secundaria

La encuesta se realiza



CADA DOS AÑOS
entre agosto y diciembre

CÓMO FUNCIONA

La encuesta HKCS es de carácter totalmente voluntario. Esta cuenta con varios niveles de consentimiento, que van desde los distritos, las escuelas y los padres antes de que se realice la encuesta.

La Encuesta sobre salud infantil de Colorado tiene una norma estricta para proteger la confidencialidad y el anonimato de los jóvenes que participan en ella. No se recaban nombres, los docentes reciben instrucciones de cómo proteger la privacidad de los estudiantes y los resultados son anónimos.

De acuerdo con los investigadores, las respuestas de los jóvenes tienen la misma credibilidad que las de los adultos cuando responden encuestas sobre salud anónimas y confidenciales. Los análisis de datos incluyen controles estrictos a fin de excluir el porcentaje muy reducido de jóvenes que dan respuestas falsas.

Realizarle preguntas a un joven en una encuesta no influye en sus conductas saludables. De hecho, hemos observado que las conductas riesgosas relacionadas con la salud han disminuido de forma constante en todo el país desde que se intensificaron las actividades de la encuesta hace más de 25 años.

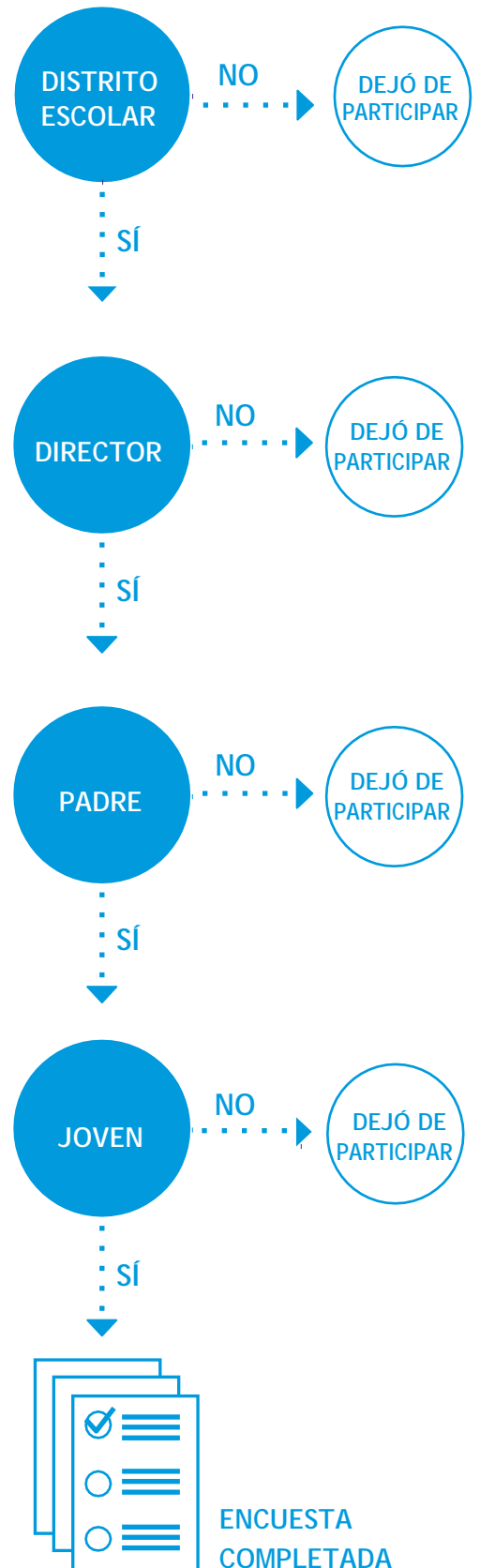
LA ENCUESTA SOBRE SALUD INFANTIL DE COLORADO ES DE CARÁCTER: **VOLUNTARIO, CONFIDENCIAL Y ANÓNIMO.**

METODOLOGÍA

La Encuesta sobre salud infantil de Colorado está alineada con la Encuesta de conducta de riesgo juvenil (*Youth Risk Behavior Survey, YRBS*) de los Centros de Control y Prevención de Enfermedades (CDC) que se ha realizado en un ciclo bianual desde 1991. Los investigadores profesionales seleccionan al azar estudiantes, clases y escuelas y para representar a los estudiantes de 6 a 12 grado.

Los investigadores ponderan los resultados para representar la inscripción estudiantil de todas las escuelas públicas secundarias y preparatorias de Colorado. Las ponderaciones representan el diseño del muestreo, la falta de respuesta o de participación de los estudiantes y las escuelas, y las diferencias de grado, sexo y origen étnico entre la muestra y la población.

PROCESO DE CONSENTIMIENTO



Lake County School District
328 West 5th Street
Leadville, Colorado 80461
www.lakecountyschools.net

AGENDA COVER MEMO

TO: Board of Education
PRESENTER(S): Paul Anderson
MEMO PREPARED BY: Paul Anderson
INVITED GUESTS:
TIME ALLOTTED ON AGENDA: 10 minutes
ATTACHMENTS: 0

RE: LCES Furniture, Presentation

TOPIC SUMMARY

Background: The B.E.S.T. Grant funded a single large order of furniture that was compiled and arrived prior to the new Lake County Elementary School being occupied as is allowed in the grant guidelines.

Topic for Presentation: Staff in the new elementary school have identified furniture items that would make a space more functional. A quote for these items is being compiled with the intent that the district will purchase the items using general fund dollars.

TABLE OF CONTENTS

STRATEGIC POLICIES

SP-1	Board Policy Introduction
SP-2	Mission
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SP-4C-3	Onboarding Road Map Calendar
SP-5	District Instruction and Learning Policy

Policy Type: Strategic Policies

Board Policy Introduction

This is the Lake County School District Board Policy Manual. This document, along with Colorado law and the Board's minutes, serve as our basic governing documents. The District and Board exist and operate through the Colorado Constitution and state law, which also describe the powers of the Board, its members, and the District. Board minutes are a legal record of the Board's meetings, actions, and decisions. Board policy records those largest, most general decisions upon which subsequent behavior is based.

These policies are the written statements of the Board of Education as a whole that define the expectations, values or perspectives which underlie and guide the decisions and actions of the Board, Superintendent and staff. To distinguish these decisions as Board decisions, we call them Board Policies. The Superintendent further establishes policies, procedures, practices and makes decisions consistent with Board policy.

There are four categories of Board Policy:

1. **Strategic Policies:** These describe the mission, organizational products, impacts, benefits, results, recipients and their relative priority, worth or cost (what end result is desired for whom and at what cost); these are primarily descriptions about what good our District should create in the lives of students.
2. **Governance Process:** These describe how the Board will conceive, carry out and monitor its own work.
3. **Board/Superintendent Relationship:** Since the Board has delegated all executive authority to its Superintendent, these policies describe the Superintendent's role, authority, accountability and how the District's and the Superintendent's performance will be monitored or evaluated.
4. **Staff/Superintendent Guidelines:** These describe the constraints on executive authority which establish the practical, ethical and legal boundaries within which all executive and staff activity and decision-making will take place.

Within each category, these policies are written from the most general to the more specific. Each smaller level is also a more specific interpretation of some of the concepts in the next higher level. Therefore, whatever is written at the larger levels also pertains to each smaller level. This results in policies that are concise and complete.

For example, at the largest or most general level Staff/Superintendent Guideline policies, the Board has stated that the "...Superintendent shall not cause or allow any...organizational circumstance which is unlawful..." Since this concept is embedded in all further policies, it is unnecessary for the other policies to further describe areas where the District must follow the law.

The Board also has a focus on Results Based Governance, so its policies are formulated to encourage results, particularly results for students. This focus is more specifically described in the documents which follow in this introductory section.

Policy Type: District Priorities

Mission

LCSD challenges students to reach their fullest potential through personal, engaged and rigorous learning in the classroom and beyond.

Simultaneously we focus our efforts on the following:

1. Ensure all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career (“Every day, we are college and career ready”).
2. Provide all students with engaging learning opportunities (“Rigor and engagement are everywhere”).
3. Create a space that is safe, inclusive and welcoming for all (“Diversity and culture make us better”).
4. Plan and execute the capital and human capital investments that will make our district better (“We plan for the future”).

Core Commitments

- Inspire all students to be life-long problem-solvers;
- Create a culture of academic achievement;
- Build on the strengths of every individual;
- Provide opportunities for risk-taking in learning;
- Respect the whole person: physical, mental, emotional;
- Empower all community members to be active participants in our schools;
- Foster a safe environment for all students and staff;
- Honor cultural difference;
- Partner with families and community members

Policy Type: Strategic Policies

Results Based Governance Policy

In 2014, the Lake County School District Board of Education (“Board”) adopted a Mission Statement and Core Commitments that outlined new expectations for learning, climate and culture in the Lake County School District. Subsequently, it began an exploration of a results-based governance model in which the following would be aligned:

- Mission Statement and Core Commitments
- Priorities, Strategies and Metrics
- District Strategic Plan
- School-Level Work Plans
- Oversight Calendar
- Budget
- Board Policies
- Superintendent’s Evaluation

The Board believes it can best play a role in ensuring ongoing strong results in the Lake County School District by aligning the District’s work and resources to its beliefs about learning, culture and climate—and by monitoring that work in a disciplined way. The Board recognizes its responsibility to oversee systems and procedures to implement those beliefs.

Purpose

The purpose of this introductory document is to set forth in policy a Results Based Governance Model, systems and procedures for implementing this model and a system of accountability for monitoring the progress of work in the District.

Policy Statement

Aligned Mission Statement, Core Commitments, Priorities and Strategic Plan

The work of the District is directed by the District’s Mission Statement and Core Commitments, which are supported by a set of Priorities developed by the board. The Strategic Plan for the District further develops these Priorities and is written by the Superintendent and approved by the Board. Each portion of the strategic plan supports a District Priority and is comprised of one or two strategies each accompanied by a metric to monitor progress.

The Board sets forth in policy the following Theory of Action that we must simultaneously focus our efforts on the following priorities:

1. Ensuring all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career (“Every day, we are college and career-ready”)
2. Providing all students with engaging learning opportunities (“Rigor and engagement are everywhere”)
3. Creating a space that is safe, inclusive and welcoming for all (“Diversity and culture make us better”)
4. Planning and executing the capital and human capital investments that will make our district better (“We plan for the future”)

Commitment to Results Based Governance to implement the Priorities and Strategic Plan

The Board also sets forth in policy its commitment to results based governance to implement the District’s Priorities and Strategic Plan and acknowledges the following responsibilities:

- The work of the District is underpinned by a Board-adopted Mission Statement and Core Commitments that reflect the deeply held foundational beliefs of the District.
- The District’s Priorities are Board-developed and adopted direction statements that serve to focus the District’s work in the immediate future. The Superintendent’s Strategic Plan turns the District’s Priorities into action. The Strategic Plan is comprised of strategies, each with a metric to track progress.
- It is the Superintendent’s responsibility to write a Strategic Plan that outlines the work that will be undertaken around the District’s Priorities. Each Priority should contain one or two key strategies. Every key strategy should have a metric to measure progress. The Superintendent shall bring this Strategic Plan annually to the Board for review, discussion and adoption. The schedule for this annual review shall be outlined in the Board’s Calendar Policy.
- It is the Superintendent’s responsibility to communicate the District’s Priorities to schools, and to ensure that school-level plans demonstrate alignment with the District’s Priorities and the key strategies in the Strategic Plan.
- It is the Superintendent’s responsibility to annually develop a strategic budget that prioritizes work around the District’s Priorities and the key strategies of the Strategic Plan. The

Superintendent shall bring this strategic budget to the Board annually for review, discussion and adoption. The schedule for this annual review shall be outlined in the Board's Calendar Policy.

Accountability Structure to Monitor the Strategic Plan

- It is the Superintendent's responsibility to use metrics to measure progress on the strategies in the Strategic Plan. Each of the strategies should have a metric. The Superintendent shall bring these metrics annually to the Board for review, discussion and adoption. The schedule by which this is done shall be outlined in the Board's Calendar Policy. Taken together, these metrics shall:
 1. Measure system-level change.
 2. Measure change over time.
 3. Measure Lake County Public Schools against valued and appropriate comparables.
 4. Measure change from the perspective of multiple stakeholders (students, parents, teachers).
 5. Be accompanied by a clearly-agreed upon methodology.
- It is the Board's responsibility to work with the Superintendent to develop a schedule by which it can review progress on the chosen metrics. The schedule for this review shall be outlined in the Board's Calendar Policy. The Superintendent's evaluation, which will occur annually as per the Oversight Calendar, will include a review of metrics and results. However, each metric should also be reviewed at least once during the year, so that the Board and Superintendent can discuss interim progress.

Review Date

This policy shall be reviewed annually according to the Oversight Calendar.

Policy Type: Strategic Policies

Management Oversight Policy

Management Oversight

The purpose of this policy is to guide the Lake County Board of Education as it fulfills its responsibility of overseeing management of the school district's major systems. The Lake County Board of Education acts as a body in accordance with applicable state and federal law to govern Lake County Public Schools and serve the interests of the people of Lake County. The Board of Education and Superintendent understand that management oversight is the responsibility of the Board as a whole, not of individual Board members. While holding the Superintendent accountable for the performance of these systems, the Board will not interfere with the Superintendent's management of the district. The Superintendent will be responsible for ensuring that all procedures, controls, checks and balances and codes of ethics are in place and are being executed properly.

The Board of Education is responsible for management oversight of all major systems of the Lake County Public Schools including, but not limited to, finances, curriculum, human resources, safety and security, construction management, facilities maintenance, transportation, custodial services, food services and technology, in addition to students' academic performance. The Board of Education's role in management oversight is to review the performance of all major systems through formal reports, audits, workshop presentations and any other reporting method deemed appropriate by the Board of Education through the Superintendent.

The Board of Education will receive performance reports – either as written reports or presentations—during regularly scheduled meetings and workshops as outlined in the Oversight Calendar and will identify any other periodic reporting required.

By overseeing the annual external financial audit process, ensuring that the Superintendent acts on the auditor's recommendations and reviewing the integrity and performance of the district's major management systems as per the Oversight Calendar, the Board of Education will fulfill its duty to assure the public that school district resources are being used efficiently and effectively and that the district's mission is being fulfilled.

Guidelines for Board Oversight of District Management Systems

Oversight Calendar

The Board of Education will review all major management systems per its Oversight Calendar. The Oversight Calendar will outline how and when the Board reviews the following in order to exercise its

obligation to ensure that the District is making progress toward its goals and that any deficiencies are being addressed. During the workshop, the designated district administrator will provide a thorough and comprehensive presentation that will provide a “look under the hood” perspective for the Board. The presentation will include, but is not limited to, the following:

1. What are we trying to do?
2. How are we trying to do it?
3. At any given moment, how will we know if we're on track?
4. If we're not on track, what are we going to do about it?

The Board will submit any additional information requests/questions to the Superintendent at the work session prior to the scheduled workshop. The Board will receive final workshop presentation documents in the Board packet no less than four days prior to the scheduled workshop. Presentations containing extensive data will also include executive summaries. The workshop presentations will be conducted according to the Oversight Calendar.

As the board continues implementation of this policy, the Board of Education may want to debrief the meetings and keep a list of changes or additional information requests for the next time – and change the instructions that are given to staff accordingly.

Additional Tools

Where there has been a pattern of inconsistency, or where interest is high, the Board can use additional tools for management oversight, including external reviews of systems integrity and performance from audit firms, task forces comprised of experts or community members.

Management Areas

- Finance
- Food Service
- Technology
- Construction Management, Facilities Maintenance and Custodial Service
- Transportation
- Human Resources
- Communications
- Safety and Security
- Focus on Schools

Review Date

Every year, the Board of Education and the Superintendent will review the progress made in meeting the goals of the management Oversight Calendar and oversight and Results Based policies for the current year and make needed changes for the upcoming year.

This policy describes processes. It is the intention of the Board of Education to follow these processes, but from time to time, by decision of the Board, processes and timelines may vary. The processes are not intended to be overly restrictive or become issues of dispute, but rather to provide guidelines for effective Board workshops.

Policy Type: Strategic Policies

Month	Focus Area	Person	Reports and Activities
August	District Preparedness Overview: Facilities, Transportation, Hiring, Safety	Superintendent	
Work session	Workshop 1: 2019-2020: Facilities 2020-2021: Transportation	Facilities Director OR Transportation Director	
September	District Performance	Superintendent	State Assessment Enrollment update
	Strategic Plan Review	Superintendent	Strategic Plan
	Student Representative Approval		
Work session	Workshop 2: Safety and Security (Every year)	Director of Safety & Security	
October	Student Achievement Overview; College and Career Readiness	Superintendent	College and career readiness data Enrollment numbers Update on ICAP Graduation Rollout
	Policy Review		SP-1-SP-5
Work session	Workshop 3: 2019-2020: Technology 2020-2021: Athletics & Extracurricular Activities	Technology Director OR Athletic Director	
November	Student Achievement Overview Part 2; Rigor and Engagement	Superintendent	School Performance Framework
	Accreditation of Schools(Resolution)		

Policy Type: Strategic Policies

Month	Focus Area	Person	Reports and Activities
Work session	HOLIDAY BREAK		
December	Audit Certify Mill Levy School Culture Overview; Diversity and Inclusion	CFO/Auditor CFO Superintendent	Audit
Work session	Holiday Break		
January	Superintendent Evaluation Revised Budget Policy Review	Superintendent CFO	Final Budget GP-1 to GP-9
Work session	Work Shop 4: 2019-2020: Food Service 2020-2021: Communica- tions	Food Service Director OR CFO	
February	Human capital investment Enrollment: Choice in/out	Superintendent/CFO Superintendent	
Work session	Capital Plan Overview; Master Plan Non-Renewal Overview	Superintendent /CFO	Master Plan Review of practices from CASB

Policy Type: Strategic Policies

Month	Focus Area	Person	Reports and Activities
March	LCIS Update	Principal	PM Tool – LCIS, LCHS, CCHS School plan, goals, data specific to school, curriculum updates
	LCHS Update	Principal	
	CCHS Update	Principal	
Work session	SPRING BREAK		
April	West Park Elementary Update	Principal	PM Tool – WPE, Center School plan, goals, data specific to school, curriculum updates
	The Center Update	Director	
	Student Health & Wellness	Health & Wellness Coordinator	Data Specific
	Policy Review		GP-10 to GP-14 and BRS-1 to BRS-5E
Work session	Strategic Plan	Superintendent	
May	Celebrations	Superintendent	Celebrations Data related to progress
	Leaving student representative celebration		
	Graduation Expectations		
Work session	Work Shop 5: Finance (All years)	CFO	Draft Budget
	Work Shop 6: Human Resource (All years)	HR Director	

Policy Type: Strategic Policies

Month	Focus Area	Person	Reports and Activities
June	Budget approval/Capital strategic plan approval Master Plan Update Policy Review Interest Free Loan Approval	Superintendent Superintendent/CFO	Community satisfaction measures SSG-1 to SSG-9
Work session	Board Retreat Board Evaluation Goal setting		
July	Holiday		
Work session	Holiday		

[Revised October 2020]

LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO

Policy Type: Strategic Policies**Calendar of Oversight Workshops**

Year	Work Session (see oversight calendar)	Workshop	Person
2019-2020	1	Facilities	Facilities Director
	2	Safety and Security	Director of Safety & Security
	3	Technology	Chief Financial Officer/Technology Dep.
	4	Food service	Food service Director
	5	Finance	Chief Financial Officer
	6	Human Resources	Human Resources Director
2020-2021	1	Transportation	Transportation Director
	2	Safety and Security	Director of Safety & Security
	3	Athletics & Extracurricular	Athletic Director
	4	Communications	Chief Financial Officer
	5	Finance	Chief Financial Officer
	6	Human Resources	Human Resources Director
2021-2022	1	Facilities	Facilities Director
	2	Safety and Security	Director of Safety & Security

	3	Technology	Chief Financial Officer/Technology Dep.
	4	Food Service	Food Service Director
	5	Finance	Chief Financial Officer
	6	Human Resources	Human Resources Director
2022-2023	1	Transportation	Transportation Director
	2	Safety and Security	Director of Safety & Security
	3	Athletics & Extracurricular	Athletic Director
	4	Communications	Chief Financial Officer
	5	Finance	Chief Financial Officer
	6	Human Resources	Human Resources Director

[Revised October 2020]

LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO

Policy Type: Strategic Policies

On Boarding Road Map Calendar

Month/Year	Activity	Who facilitates	
November 2019	Election	The Public	
	At meeting, welcome	Board president	
December 2019	Board basic orientation	Board president	Include acronyms; quick start guide.
	Roles	Board president	
January 2020	At work session, red line scenarios	Board president	
February 2020	At work session, constituent service	Katie Baldassar	
March 2020	At work session, legal training	Caplan and Ernst	
April 2020	At work session, financial	Keith Moffet	
May 2020	At work session, discussion of unwritten expectations	Board president	
June 2020	Board retreat		

Month/Year	Activity	Who facilitates	
September 2020	CASB fall gathering		
December 2020	CASB winter gathering		
January 2021	School finance workshop	CASB	

Policy Type: Strategic Policies

District Instruction and Learning Policy

Purpose

The purpose of this policy is to provide a unified vision, a strong foundation, and common educational values for the Lake County School District. This policy seeks to ensure that all Lake County learners can give and receive feedback, revise and confidently present their work, and strongly engage their community.

Accordingly:

1. Student learning and instruction is grounded in the following habits:

- Responsibility
- Perseverance
- Respect
- Collaboration with peers, teachers, family members, and the community
- Craftsmanship
- Compassion through empathy, caring, and service
- Curiosity and critical thinking

2. Learning is understood to be:

- Active
- Challenging
- Authentic
- Creative
- Continuous and life-long
- Shared and celebrated

3. Rigorous instruction is designed to lead students to meet and exceed grade level expectations.

4. Students learn in such a way that fosters diversity and inclusion among peers and community members. Students are guided in, and held responsible for, creating a school community that is equitable as well as physically and emotionally safe.

5. Learning connects students to the natural world.

6. Students are encouraged to:

- Take meaningful risks
- Grapple with situations, lessons, and problems that may be difficult for the individual learner
- Be adventurous inside and outside of school
- Make discoveries, overcome obstacles, and celebrate victories

7. The school community fosters time for reflection so that teachers and students may continuously learn, grow, and improve.

8. We educate the whole person—intellectual, emotional, social, and physical.

This policy will be reviewed annually according to the Lake County School Board's oversight calendar.